الجُمهوريّة العربيّة السوريّة
وزارةُ التّربية
المركزُ الوطنيّ لتطويرِ المناهج التّربويّة

Emar

English Series

11

Student's Book

Literary Section

2021 - 2022

مصادرُ التَّعلُّمِ والأعلامُ الواردةُ في الكتابِ متوفّرةٌ على القرصِ المُدمَجِ المُرفَقِ بالكتابِ
حقوقُ الطِّباعةِ والتَّوزيعِ محفوظةٌ للمؤسّسةِ العامّةِ للطِّباعةِ
حقوقُ التأليفِ والنَّشرِ محفوظةٌ للمركزِالوطنيِّ لتطويرِ المناهجِ التَّربويَّةِ
وزارة التربية — الجُمهوريَّةُ العربيَّةُ السُّوريّةُ

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Module 1 Learning for Life

Topics	Skills	Sub-Skills	Everyday English
Unit 1 **Creativity**	**Listening:** Listening for gist **Speaking:** Discussing opinions **Reading:** Creativity **Writing:** A paragraph about a creative person	**Vocabulary:** Idioms about creativity **Grammar:** Present tenses **Pronunciation:** Consonants	Starting and finishing conversations
Unit 2 **Things you can't live without**	**Listening:** Listening for details **Speaking:** Presenting things **Reading:** Things You Can't Live without **Writing:** A profile about an artist	**Vocabulary:** How machines work **Grammar:** Articles and determiners **Pronunciation:** Stress in compound words	Buying things

Module 2 Literature

Topics	Skills	Sub-Skills	Everyday English
Unit 3 **History of Literature**	**Listening:** Listening for specific information **Speaking:** Asking for and giving information **Reading:** Origins of English Literature **Writing:** An essay about the role of English Literature	**Vocabulary:** Make and Do **Grammar:** Present perfect Simple or Continuous **Pronunciation:** Consonants / ʧ / and / ʤ /	Making reservations
Unit 4 **Novels**	**Listening:** Listening for specific information **Speaking**: Asking for and giving information **Reading:** Robinson Crusoe **Writing:** A summary of a world novel	**Vocabulary:** Confusing verbs **Grammar:** Past tenses **Pronunciation:** Short vowels	Persuasion

Module 3 Health

Topics	Skills	Sub-Skills	Everyday English
Unit 5 **Smoking and Health Problems**	**Listening:** Listening for gist **Speaking:** Giving advice **Reading:** A Bad Habit **Writing:** An email about smoking	**Vocabulary:** Phrasal Verbs **Grammar:** Past Simple and Present Perfect **Pronunciation:** Long Vowels / ɑ: /, / ɜ: /, / i: /, / ɔ: / and / u: /	Being a good guest
Unit 6 **Physical Education**	**Listening:** Listening for gist **Speaking:** Asking and giving information **Reading:** Benefits of Sport **Writing:** A paragraph about a healthy lifestyle	**Vocabulary:** Sport idioms **Grammar:** Future forms **Pronunciation:** Diphthongs / aɪ /, / eɪ / and / ɔɪ /	Giving warnings

Module 4 The Seventh Art

Topics	Skills	Sub-Skills	Everyday English
Unit 7 **Film Making**	**Listening:** Listening for specific information **Speaking:** Talking about film genres **Reading:** How to Make a Film **Writing:** A composition about a famous film star	**Vocabulary:** Preposition collocations **Grammar:** Deduction **Pronunciation:** Diphthongs / eə /, / ɪə / and / ʊə /	Clarifying opinions
Unit 8 **Behind the Glamour**	**Listening:** Listening for gist **Speaking:** Asking for details **Reading:** Charlie Chaplin **Writing:** A paragraph about a silent film	**Vocabulary:** The ending – *ever* **Grammar:** Reflexive pronouns **Pronunciation:** Diphthongs/ aʊ / and / əʊ /	Awkward social situations

Module 5 The Environment

Topics	Skills	Sub-Skills	Everyday English
Unit 9 **Challenges**	**Listening:** Listening for specific information **Speaking:** Discussing a problem **Reading:** Overpopulation **Writing:** A composition about solutions to the increased waste production	**Vocabulary:** Phrasal verbs **Grammar:** Conditionals II, III **Pronunciation:** Intonation	Talking about weather
Unit 10 **Life Conservation**	**Listening:** Listening for details **Speaking:** Asking for specific information **Reading:** Oceans **Writing:** Writing a letter	**Vocabulary:** Word families **Grammar:** Verb patterns **Pronunciation:** Polite stress	Giving news

Module 6 Arts

Topics	Skills	Sub-Skills	Everyday English
Unit 11 **Painting**	**Listening:** Listening for gist **Speaking:** Asking for and giving information **Reading:** Painting **Writing:** A composition about a visit to an art museum	**Vocabulary:** Painting idioms **Grammar:** Modals **Pronunciation:** Stress of surprise and disbelief	Making polite requests
Unit 12 **Photography**	**Listening:** Listening for gist **Speaking:** Asking for and giving information **Reading:** Photography Development **Writing:** A composition about photography as a career	**Vocabulary:** Gradable and non-gradable adjectives **Grammar:** Subject-verb agreement **Pronunciation:** Tongue twisters	Dealing with unexpected problems

Module 1

Unit 1
Creativity

Learning for Life

Unit 2
Things You Can't Live Without?

Unit 1

Creativity

Listening: Listening for gist
Speaking: Discussing opinions
Reading: Creativity
Writing: A paragraph about a creative person
Vocabulary: Idioms about creativity
Grammar: Present tenses
Pronunciation: Consonants
Everyday English: Starting and finishing conversations

Preview

In pairs, discuss these questions.

1 In your opinion, what is creativity?
2 Why is creative thinking important in everyday life?
3 What should we do to be creative?

Reading

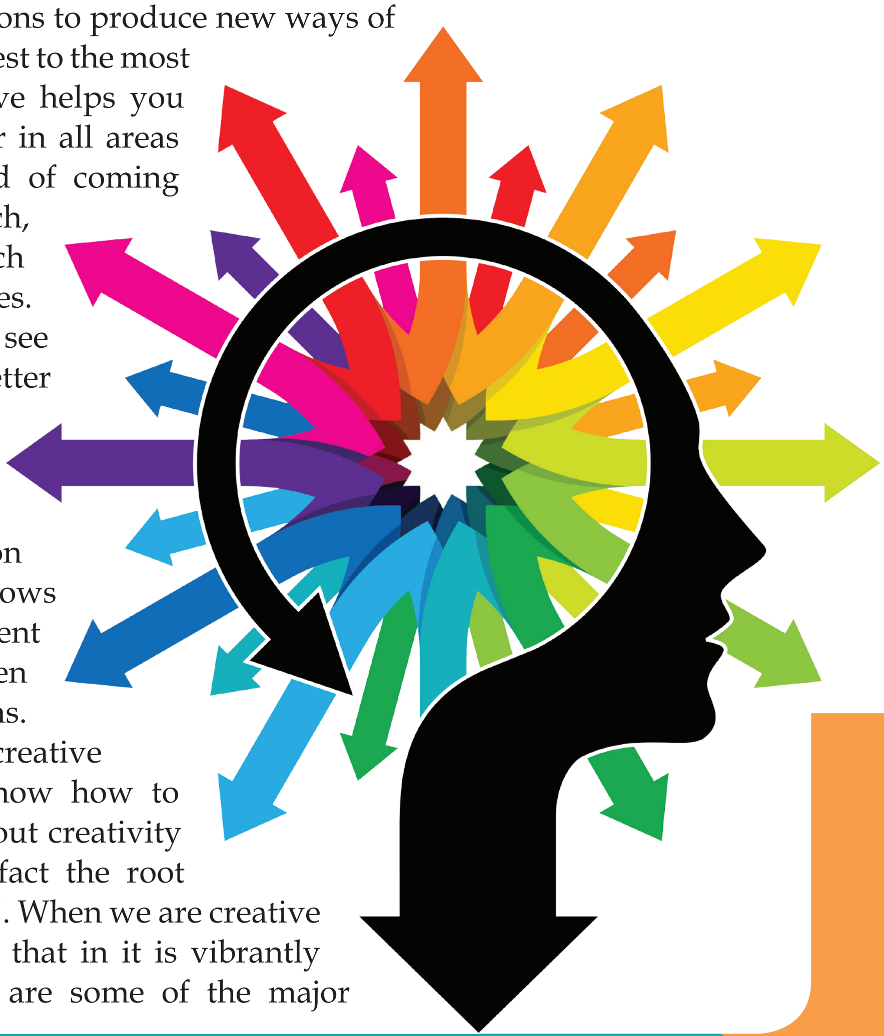
a **Before you read the article, match the following words with their meanings.**

1 negotiate	**a** in a manner full of life and energy
2 exquisite	**b** quality that exists and can be developed
3 potential	**c** to discuss something to reach an agreement
4 vibrantly	**d** delicate and sensitive

CREATIVITY

The small three key steps to creativity are copy, transform, and combine. Human beings are born creative as from early stages on, we find innovative ways to negotiate life. The most creative people find ways around obstacles because they see them not just as roadblocks, but also as opportunities.

Creativity expands our perceptions to produce new ways of problem-solving from the simplest to the most complicated ones. Being creative helps you become a better problem solver in all areas of your life and work. Instead of coming from a linear logical approach, your creative side can approach a situation from different angles. Moreover, creativity helps you see things differently and deal better with uncertainty.



Creativity is the ability to join ideas together in a unique way or to make uncommon connections between ideas. It allows individuals to develop different ideas and methods to use when approaching tasks and problems. Most individuals have creative potentials, but they do not know how to access them. We often think about creativity as making something, but in fact the root meaning of the word is 'to grow'. When we are creative we feel as if the world and all that in it is vibrantly alive. Creativity's by-products are some of the major

achievements of civilization such as the invention of the wheel to Mozart's sonatas.

Creative thinking decreases negative emotions, reduces stress and anxiety, and improves medical outcomes. Therefore, it does not only help you live longer, but also it can improve your quality of life.

Engaging in the creative process builds great confidence, because you find out that failure is survivable and it is a part of the process. In addition, *it* helps us develop our work more and more, so that we can release the fear and try new things even at the risk of failing.

b **Answer the following questions.**

1 How do creative people evaluate obstacles?
2 What is the impact of creative thinking on the quality of life?
3 How does creative thinking build confidence?
4 What does the word *it* refer to?
5 Think of some ways that improve your society.

c **Match the sentences from 1 - 4 with their completions (a-d).**

1 Despite the challenges, most things worth doing in life are ....
2 Creativity provides one of the most rewarding canvases ....
3 Creative people are continually learning, and the drive to create ....
4 Whether you're a beginner or a master, ...

a there is always something to learn.
b for learning these highly transferrable skills.
c means you are never standing still.
d making an effort, persistence and dedication.

Vocabulary Verb + preposition

1 **After some verbs we use a particular preposition.**

- ***wait for:*** I was ***waiting for*** a bus.
- ***listen to:*** She ***listens to*** the radio a lot.
- ***belong to:*** Does that book ***belong to*** you?
- ***Ask for:*** Have you ***asked for*** the bill?
- ***apply for:*** He has ***applied for*** another job.
- ***depend on:*** The salary ***depends on*** your age.
- ***agree with:*** I don't ***agree with*** you.

2 **arrive at / in:**

We ***arrive at*** the airport. (You arrive at a place, for example a building.)

We ***arrived in*** Portugal. (You arrive in a town or country.)

Look at / for:

Look at that strange man over there! (You look at something you can see.)

I'm ***looking for*** my diary. (You look for something that you are trying to find.)

Talk to / about:

She was ***talking to*** some friends. (You talk to somebody.)

They were ***talking about*** something.

3 In questions that begin with a question word like, *What, Who* or *How many*, we usually put the preposition at the end:

Who are you ***waiting for***?

Who does this jacket ***belong to***?

4 We do not usually use a preposition after these verbs:

phone/ ring/ discuss/ answer/ reach:

He ***phoned/ rang*** me last night.

<u>**Note**</u> that we ***pay*** someone, but we ***pay for*** something:

She ***paid*** him yesterday. (You pay a person.)

I ***paid for*** the books. (You pay for something that you receive.)

Complete the questions using the words in brackets. Add the correct preposition.

A: What are you doing here?

B: I'm just waiting.

A: *(who/ you/ wait)* Who are you waiting for?

B: Nancy. She's talking to the boss.

A: *(what/ they/ talk)* 1 ....?

B: She wants pay rise.

A: *(how much/ she/ ask)* 2 ....?

B: I don't know, but she's thinking about looking for a new job.
A: *(how many jobs/ have / she/ apply)* [3] ....?
B: Five or six, I think. By the way, is that a new mp4 that you've got?
A: It's brand new.
B: And *(what/ you/ listen)* [4] ....?
A: A broadcast about the environment. It's great!

Pronunciation

Consonants 1 /ð/ and /θ/

a R1.1 **Listen to the words and practise them.**

/θ/	/ð/
thigh	thy
breath	breathe
three	these
nothing	brother
Thursday	other

b **Classify the words according to /ð/ and /θ/.**

teeth, the, throw, birthday, worth, either, though, south, month, that

/θ/	/ð/

Grammar

Present Tenses

a **Read the sentences and answer the questions below.**

1 Mike is waiting for his friends.
2 He isn't studying much this month.

3 His parents own a shop.
4 He practises the guitar most mornings.
5 He frequently uses the Internet.
6 His cousin is living in America at the moment.
7 He doesn't support any football teams.

- Which sentences are about a situation that is permanent or a fact?
- Which sentences are about everyday habits?
- Which sentence is about an action happening at the moment of speaking?
- Which sentences are about a temporary situation?
- Which sentence shows criticism?

b **Choose the best endings for sentences 1 - 6.**

1 Ali is watching television
 a because his favourite film star is on. **b** when he has free time.

2 I'm having my dinner
 a early today as I have an appointment. **b** at nine o'clock every day.

3 I do the shopping
 a at the same time every week. **b** today for a friend who's ill.

4 What are you doing
 a to your brother when he behaves badly?
 b to your brother? Leave him alone!

5 I wear casual clothes
 a at the weekend.
 b because we're having a party at lunchtime.

6 Peter is thinking of retiring early
 a every time something bad happens at work.
 b because he isn't happy at work any more.

c **Complete the conversation. Choose the correct form of the verb.**

A: Hi, Mary. What ~~do you look~~ *are you looking* at?
B: Oh, hi. These are photos of me when I was a child.
A: Oh, look at this one. [1] *I think / I'm thinking* you look very lovely.
B: [2] *I have / I'm having* some more photos here.
A: Look at this! Why such a big dress?
B: It was my sister's. That's why it didn't fit properly.

A: [3] *I see / I 'm seeing*. And [4] *you have / you're having* your tea here. And in this one [5] *you think/ you're thinking* about something very serious.

B: This is a photo of the village [6] *I come / I'm coming* from.

A: Sounds nice.

Everyday English — Starting and Finishing Conversations

One way to maintain a conversation is to ask questions to find out more.

e.g. **A:** I come from Montreal.

B: Oh, that's interesting… isn't that in Canada?

Oh, really ?! I've never been there. What's it like?

a **Discuss the following questions in small groups.**

1. When people meet for the first time, what kind of things do they usually talk about?
2. Do you ever find it difficult to keep a conversation going in these circumstances? Why?

b R1.2 **Read and listen to the following dialogue.**

A: I've been looking at your brooch. It's very unusual. Where did you get it?

B: I got it in Dubai.

A: Oh did you? How long were you there? By the way I'm Carol Smith.

B: I'm Rose Melton. I was there for three years actually.

A: Really? That must have been a wonderful experience. What did you enjoy most?

B: I enjoyed the skyscrapers there.

A: How fascinating! Well, it's been very interesting talking to you Rose. I must go and have a word with some people over by the door, so will you excuse me for a moment? See you later I hope.

c **Work in pairs. Choose a situation and a relationship from the list.**

Situation	Relationship
at an airport	old friends who haven't met for ten years.
in a hotel lounge	relatives who meet unexpectedly
in a library	new school friend
in a café	complete strangers
at a tourist attraction	good friends

Discuss your roles, then act out your conversation. Try to keep the conversation going for at least two minutes.

Listening

a **Work in groups and discuss the following questions.**

1 Have you ever designed a product? What is it?
2 What field do you prefer to design in?
3 What is your biggest design challenge?

b R1.3 **Listen to a short presentation about product design. Decide whether these sentences are *True* or *False*.**

1 They have redesigned an old product.
2 The product is aimed at men and women aged 18–40.
3 The new design means you don't need two hands to use it.
4 There's only one size now. Another one will follow in a few months.
5 They will make a Gantt chart for the project next month.

c R1.4 **Listen to a part of the presentation, and complete it with the words you hear.**

You'll notice it has an ergonomic [1] .... .That means it fits smoothly into your hand and can be [2] .... opened and squeezed using one hand. And, it looks like a flask you might use when [3] .... outdoors. The imitation digital displays are designed to remind the user of other tech [4] .... they may have, such as a smart watch or smart displays in their home.
I'd now like to tell you about the sizes. It [5] .... in two sizes: the regular size and a small [6] .... size. The travel size is the same type of design – a flask, also with imitation digital displays on the [7] .... We were thinking of starting with one and following with the travel-size in a few months, but we've worked hard and both are ready now.

d **In your opinion, what would be your future design? Tell the class.**

Speaking

Work in pairs, discuss the following questions.

1 Do you think creativity comes with time and thoughts or you are born with a creative talent?

2 In which field do you think you are most creative?

3 How do you think about creative people?

Writing

Failure is not the end. Rather, it may be the first step to the world of success. This is proven by the experiences of many geniuses and inventors. Although failure interfered with their way in the early days of their lives, it didn't discourage them from reaching the top. Effort and creativity make their success stories a mark in the human creativity.

Write a paragraph about a creative person from history who turned his failure into a success.

Unit 2

Things You Can't Live Without?

Listening: Listening for details

Speaking: Presenting things

Reading: Things You Can't Live without

Writing: A profile about an artist

Vocabulary: How machines work

Grammar: Articles and determiners

Pronunciation: Stress in compound words

Everyday English: Buying things

Preview

1 Which of these things in the box do you have experience of?

the Internet | *laptop* | *mobile phone* | *e-mail* | *texting*

2 Are you interested in using them? Why/ Why not?

Reading

a Read the text and match the words with their definitions.

1 stranded
2 stack
3 zither
4 execute
5 sentimental

a to perform an action
b relating to your feelings rather than on practical reasons
c a pile of things
d unable to move from the place where they are
e a musical instrument consisting of a flat box with strings stretched across it

Things You Can’t Live without

We all know the age-old question – if you were stranded on a deserted island, what are the three things you’d bring along? This question is meant to make us think about the three things that are the most important in our life and we can’t live without. Sure, you’ll get the person who says, water, food, and shelter. Yes, those are things that would help in a real-life scenario, but what are the three things you really need to be happy in your life? Is your life filled with those things? If not, how can you find a way to make them more of a priority in your life? I chose George, one of my 17-year-old students, to ask him these questions and he replied:

’’I can’t live without books, namely my atlases. I’ve almost always participated in book clubs and scout rallies in geography. Plus I have many digital books downloaded on kindle app on my mobile phone. You can find stacks of paper books in every single room next to my bed. In fact, life without books would be pretty dull for me.’’

’’Another thing I can’t live without is my qanun (a plucked trapezoidal zither). It's a string instrument which has a twenty-six sets of triple strings. I've had it for over ten years, and I play on it most of my time. Traditional and classical music executed on the qanun is based on maqamat that has a really unique melodramatic sound.’’

’’Finally I can’t live without my football. It was given to me by my dad as a birthday present when I was thirteen years old. I don't think I've actually stopped playing with it since. It's made of red and black leather with AC Milan logo on it, which is my favorite team. May be it's not valuable to others, but according to me it's got purely sentimental value.’’

So it doesn’t matter if someone else has a bigger house or more things than you. Focus on the most important things in your life that truly bring you joy, and don’t be afraid to say no to the things that don’t fit you.

b **Read the text and answer the following questions.**

1 What are the things that would help in a real-life scenario?
2 How can George have his own digital books?
3 What does the qanun look like?
4 Which kind of music is executed on the qanun?
5 Why can’t George live without his football?

c **Which statement best reflects the text? Choose one of the options (1-3).**

1 The author thinks that the things which bring happiness come from material things.
2 The author thinks that the things which bring happiness come from moral things.
3 The author doesn’t express his opinion of the things which bring happiness.

d **Is it good or bad to have something you can’t live without? What’s your opinion?**

Vocabulary — How Machines Work

a **Match the phrasal verbs (A-F) in the chart with their meanings (1-6).**

1 to make something start working ………………………………...
2 to make something stop working ………………………………...
3 when something starts working ………………………………......
4 when something stops working ………………………………….
5 to make something louder ………………………………………...
6 to make something quieter ………………………………………...

TV/ RADIO/LIGHTS/ MACHINES

A	B	C	D	E	F
switch on turn on plug in	come on go on warm up	Turn up crank up	turn down	break down give out cut out	switch off turn off shut off

b Check your dictionary to find out exactly what each phrasal verb means.

c In pairs, write three sentences about one of the items below, using the phrasal verbs in the chart.

a tablet	*a fax machine*	*a refrigerator*
a blu-ray player	*a wireless speakers*	*a vacuum cleaner*

Example: (refrigerator)

It has to be plugged in before it works.

It needs electricity to go on working.

Pronunciation

Stress in Compound Words

a Pronounce the compound words in bold in the text and underline the stressed syllable. Then read the following rules and check your answers.

- We can often put two words together to make a compound word.
  e.g. class + room ⇨ classroom.
- We write some compound words as one word, some as two words, and some with a hyphen (-).
  class + room ⇨ classroom
  car + park ⇨ car park
  second + hand ⇨ second-hand

1 The stress is normally on the first part of the compound word.

Listen and repeat.

O o — bus stop
Ooo — newspaper
Oooo — photocopy
oO oo — police station

2 Some compound nouns have stress on both parts if the first part is an adjective.

Listen and repeat.

Oo O — single room

3 Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part.

Listen and repeat.

O O	glass jar
Oo O	plastic bag
oOo O	tomato soup

4 Some compound nouns have stress on both parts if the first part tells us where the second part is.

Listen and repeat.

OO	ground floor
Oo Oo	city center

5 When a compound is an adjective, there is often stress on both parts.

Listen and repeat.

OO	home-made
OoO	second-hand

b **Make four compounds from these parts**

first part:	*ear*	*dining*	*hand*	*birthday*
second part:	*room*	*present*	*bag*	*rings*

....

Now use the compounds to complete the dialogue.

A: Oh no, I can't find my ....!

B: Have you looked in your ....?

A: Of course!

B: May be you left them in the ....

A: May be I did!

B: Are they important?

A: Yes, they were a .... from my mother.

c R2.1 **Listen to check your answers.**

d R2.1 **Listen again and circle the stressed part of each compound.**

Grammar — Articles and Determiners

Determiner: a word like *"the, a, an, this or some"* that comes at the beginning of a noun phrase.

Articles: a/an, the

Demonstrative Determiners: this, that, these, those

Possessive Determiners: my, your, his, her, its, our, their

Quantifiers: all, every, most, many, much, some, few, little, any, no.

Numbers: one, two, etc., first, second, etc., twice, three times, etc.

Choose the correct determiner to complete each sentence.

1	Lisa saw .... shooting star yesterday.	a a	b an	c the
2	Don't look directly at .... sun.	a a	b an	c the
3	Is there any milk left in .... fridge?	a a	b an	c the
4	I need to pack .... apple for my lunch.	a a	b an	c the
5	The dogs were fed. .... one was given some meat.	a Each	b Any	c No
6	The police spoke separately to .... suspect.	a any	b each	c some
7	She was wearing a bracelet on .... wrist.	a each	b any	c every
8	She got her license without .... problems.	a some	b any	c every
9	He went with .... younger sisters.	a his	b one	c each
10	I always keep .... money in my wallet for emergencies.	a any	b every	c some

Everyday English — Buying Things

a R2.2 **Listen to the following dialogue. Practise it with your colleagues.**

(John and his two sisters, Perla and Diana, were discussing what to buy for their father's birthday.)

Perla: There is no doubt about it, a book would be the best thing.

John: That's true, the only trouble is that we don't know which books dad's read already.

Diana: I know for a fact that he hasn't read Khalil Gibran's works. I heard him saying this morning that he had tried to get one of Gibran's books, but they didn't have it in the library.

Perla: It's a good idea, let's go and buy the present.

John: Hang on, I'll come with you. I need some books for college too.
Diana: But what if we meet dad in the shop, he goes there a lot you know.
John: I expect so. Just in case I'll go in to the shop first and check it's safe.
Perla: Right you are. I'm very excited, it'll be a nice present.

b **Make a similar dialogue with your colleagues using the expressions and phrases in bold.**

Listening

a R2.3 **Listen to the following types of music. Which type(s) do you like?**

b **Look at the list of music genres. Match them with the suitable country.**

1 flamenco	**a** Algeria
2 rai	**b** Japan
3 taiko drumming	**c** Syria
4 al qudud	**d** Spain

c R2.4 **Listen to the following extract. Check your answers in b.**

d R2.4 **Listen again to the extract. Complete the sentences.**

1. Singers of rai are called ....
2. The fundamental elements to define flamenco are a flamenco ...., the compass rhythm, and the performer.
3. The themes of al qudud al halabia are most often ...., ... and spirituality.
4. The stages of taiko construction include making and shaping of the drum .... and preparing the drum ....

Speaking

In pairs, choose three things from box (A) that you can't live without. Tell your partner, using the expressions in box (B).

A

clothes / jewelry
CDs / books
machines / smart phone
camera / laptop
car / bicycle

B

One thing I'd hate to be without is …
I bought it when I …
It's really important to me because …
I need it for …
It reminds me of …

Writing — Writing a profile

a **Complete the text about Fayrouz with the suitable linkers.**
(which, Consequently, where, but, that, and)

Fayrouz, is a Lebanese singer, born on November 20, 1934. She is considered by many as one of the leading vocalists ………… most famous singers in the Arab world. Fayrouz held her first live performance at the Baalbeck International Festival ………. she was awarded with the honour of "Cavalier". In a career ……….. has been spanning over six decades. ……………….., Fayrouz has recorded nearly 1500 songs, and has played the leading role in her musical plays. She sold over 150 million records worldwide ………. made her one of the best-selling music

b **Write a profile of an artist mentioning his/her works that you enjoy most. Use the prompts below to help you.**

- Basic personal information
- Facts (career, achievements)
- Opinions (mine, others)

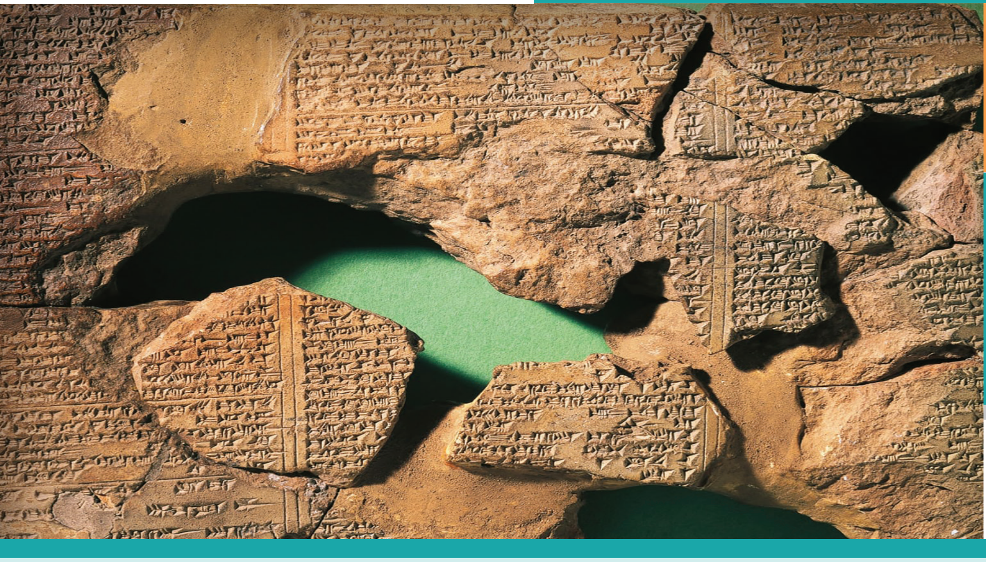
Module 2

Literature

Unit 3
History of Literature

Unit 4
Novels

Unit 3



History of Literature

Listening: Listening for specific information
Speaking: Asking for and giving information
Reading: Origins of English Literature
Writing: An essay about the role of English Literature
Vocabulary: Collocations (make and do)
Grammar: Present Perfect Simple or Continuous
Pronunciation: Consonants 2 /ʧ/ & /ʤ/
Everyday English: Making reservations

preview

1 What kind of books do you prefer reading?
2 What does literature mean?
3 What are examples of literature?
4 Are you interested in literature? Why?

Origin of English Literature

Literature comes from the Latin word "litera" which means "acquainted with letters". It includes literary genres like prose, poetry and drama written in English. The first examples of English literature were written in Anglo-Saxon's language, which is the source of English speaking. Almost all men of letters accept that English literature begins with Beowulf, and belongs to the Germanic traditions of the Anglo-Saxons.

The main point of the Old English is the oral tradition without written works ending with the Norman Conquest, a turning point in British history, to the middle of the 11th century, – the transition from the oral phase to the written one. With the closing of Old English Period, the middle one begins.

Many of the poems of the old period are pagan, in particular Widsith and Beowulf. The greatest English poem, *Beowulf* is the first English epic, whose author is anonymous. It is a story of a brave young man in 3182 lines which is a very important poem in the Old English period because it gives an interesting picture of the life and practices of ancient days. The difficulty encountered in reading Old English Literature lies in the fact that the language is very different from that of today. There was no rhyme in Old English poems, instead they used alliteration.

Middle English Period

This period helped to shape English Literature's framework and produced many literary products. Geoffrey Chaucer, born in London between 1340 and 1344, was the greatest creator of Middle English literature. He was an English author, a poet, a philosopher, a bureaucrat (courtier), and a diplomat. He is also referred to as the father of English Literature. Since he wrote many works, he is best remembered for his unfinished frame narrative 'The Canterbury Tales', in which a diverse group of people recount stories to pass the time on a pilgrimage to Canterbury. He is sometimes credited with being the first author to demonstrate the artistic legitimacy of the vernacular English language, rather than French or Latin.

a **Read the text and match the *highlighted* words with their meanings.**

1 the fact of being allowed by law or done according to the rules of an organisation or activity
2 familiar with something, because you have read or seen it
3 relating to religions or beliefs that differ from the main world religions
4 unknown by name
5 a strong regular repeated pattern of sounds
6 the use of the same consonant at the beginning of each stressed syllable in a line of verse
7 a form of a language that ordinary people use

b **Answer the following questions.**

1 What is the word "literature" derived from?
2 Name some of the genres in literature.
3 Which language is considered the source of spoken English?
4 How did the *Old English Language* begin?
5 Why is *Beowulf* considered an important poem in English Literature?
6 What is the important title that *Chaucer* holds?

Vocabulary Make and Do

Make	Do
Communication **make an objection** = complain or dispute something 'If anyone would like to *make* an objection, please raise your hand now.'	**Daily Routine** **do housework** = perform routine cleaning/ tidying around the house 'Women still *do* the majority of housework in the UK, and that's not fair!'
Food and Drink **make a cup of tea/ cappuccino** 'Work has been an absolute nightmare today! *Make* me a nice cappuccino, would you?'	**Study and Thought** **do homework** = complete tasks given by your teacher 'When I was at school, I used to *do* my homework after I had a nap.'
Money and Work **make a living** = earn enough money to cover expenses 'How do British people *make* a living in Spain if they don't speak the language?'	**Criminal** **do time** = spend time in prison 'The criminal *did* time for breaking the law.'

Human Relationships **make friends** = become friends with someone 'Maggie's really outgoing, so she *makes* friends easily at home and abroad.	**Sports and Hobbies** **do sport** = engage in sports 'How often do kids *do* sport at your school?'
Planning and Choices **make the best/most of** = take advantage, seize the opportunity 'In the final, Salah *made* the most of the defender's mistake and scored a goal.'	**Work and Business** **do business** = to trade '*Doing* business internationally can be a real challenge.'

Complete the sentences with the correct form of *make* or *do*.

1 Shall I .... a cup of tea?
2 I go to the gym every day to .... sport.
3 What do you do to .... a living.
4 Siham has to .... all the housework because her mum is busy at work.
5 Taim is very cautious, so he finds difficulty in .... friends.
6 Finally, he was set free after .... time.

Pronunciation

Consonants /ʧ/ and /ʤ/

a **Pronounce all of the words in 1, then, all of the words in 2.**

1	/ʧ/	choke	cheap	chew	cheer	cherry	beach	much
2	/ʤ/	joke	jeep	Jew	jeer	Jerry	orange	massage

b R3.1 **Listen and check.**

Grammar

Present Perfect Simple or Continuous

a **Read the sentences and underline the verbs.**

1 I've collected plenty of information for the assignment.
2 When I was in the bookshop last Sunday, I read these books.
3 I've been feeling tired since I started this course!
4 I've just got up and I'm already tired.

b **Find examples of each of the following.**

- something that only happened recently ☐
- something that happened at some time before now, but we don't know when ☐
- an action + the length of time it has been going on ☐
- something that happened at a stated time in the past ☐

c **Look at these conversations and put in the correct form of the verb.**

➢ **A:** I feel tired.
B: It's because you've been doing *(you / do)* too much.
A: Well, at least I've finished *(I / finish)* that report now, and I can relax.

1 **A:** Someone .... *(leave)* the ladder outside, look.
B: I expect that's Jack. .... *(he / clean)* the windows. I don't think .... *(he / finish)* yet.

2 **A:** .... *(I / hear)* that you and Marry are establishing a company. How long .... *(you / do)* that?
B: Oh, for about a month now. *(We / do)* .... about half of it.

d **Answer the following questions about yourself.**

1 How long have you been studying English?
2 Have you studied any other languages? (Which ones? For how long?)
3 Have you travelled very much? (Where have you been to?)
4 What have you been doing to prepare for this exam?
5 How has your life changed over the past ten years?

Everyday English Making Reservations

a R3.2 **Read and listen to the following dialogue.**

Receptionist: Good morning, *Black Hotel*. How may I help you?
Guest: Hello, this is Karol Bond. I'd like to confirm you received my reservation email.
Receptionist: Just a moment, I'll check.
Guest: Thank you.
Receptionist: Okay Miss Karol. We do have reservation for you.
Guest: Is it from Sunday to Friday?
Receptionist: That's correct.
Guest: Great. So four nights. Can you also confirm I booked a single room?
Receptionist: Yes, you did. Would you like me to send a confirmation email?
Guest: Yes, that would be very helpful. Thank you.
Receptionist: You're welcome. We are looking forward to your stay.
Guest: Me too. Thanks again.
Receptionist: Goodbye.

b **Make dialogues out of the information below, and present them in front of the class.**

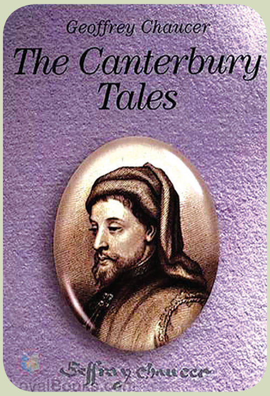
Customer	**Restaurant**
• a table for six • at 7:30 on Friday evening • **name:** Clarke • **phone number:** 02721 5992108	• a table for six is not possible until after 8:30 • ask customer for their name and phone number • ask customer to spell their name
Customer	**Hotel**
• a double room • from Friday to Monday/ next week • ask how much it will cost • ask if you can pay by card • **name**: Roberts • **phone number**: 04588 5598711	• the hotel is fully booked on Friday night, but there are vacancies from Saturday to Monday or Tuesday. • double room: £50 per night, breakfast included • ask for customer's name and phone number • ask customer what time they will arrive

Listening

a **Before you listen, answer these questions.**

1 What was the form of the early world literature?
2 What do you know about ancient English Literature?
3 Who is the father of English Literature?

b R3.2 **Listen to the following extract and fill in the gaps with words you hear.**



The Canterbury Tales is one of the best loved works in the history of English literature. Written in Middle English, the story follows a group of [1]............ who are travelling the long journey from London to Canterbury Cathedral. Setting off from a London [2] ...., the innkeeper suggests that during the journey each pilgrim should tell two tales to help pass the [3]............. . The best storyteller, he says, will be rewarded with a free [4]............ on his return. Chaucer introduces us to a wide cast of characters. These characters come from all [5]............ of 14th century society, and give Chaucer the chance to speak in many different voices. Some of the characters' tales are [6] ...., rude and naughty, while others are [7] .... and reflective. One of the reasons Chaucer is so important is that he made the [8] ....to write in English and not French. In the centuries following the Norman [9] ...., French was the language spoken by those in power. The Canterbury Tales was one of the first major works in literature written in English. Chaucer began the tales in 1387 and continued until his [10] .... in 1400. No text in his own hand still exists, but a surprising number of copies survive from the 1500s - more than 80. This suggests the tales were enormously popular in medieval England.

Speaking

a **In Pairs, discuss the following questions.**

1 What comes to mind when you hear the world literature?
2 How can literature make us familiar with other cultures?
3 Why is literature important for humanity?

Writing

a Read the following statement and discuss it in pairs.

> *" Literature has a great message to convey about how people live and interact. It is the means of recording history of nations."*

b Write an essay about the role of English Literature in enhancing the interaction between nations.

c Check your essay for spelling and grammatical mistakes.

Unit 4

Novels

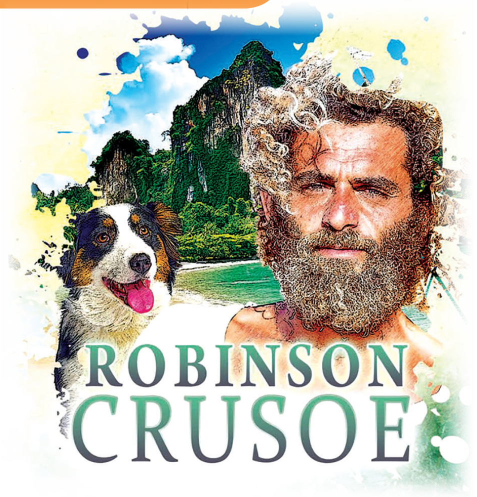
Listening: Listening for specific information
Speaking: Asking for and giving information
Reading: Robinson Crusoe
Writing: A summary of a world novel
Vocabulary: Confusing verbs
Grammar: Past Simple, Perfect & Continuous
Pronunciation: Short vowels
Everyday English: Persuasion

preview

In pairs, discuss the following questions.

1 Why do people always think of travelling?
2 Can people live isolated without any human contact? Why?
3 What should one do if he/she wants to change his/her life?

Reading



"Robinson Crusoe", by Daniel Defoe, is considered as the most important precursor of the English Novel or even as the first English Novel.Crusoe's adventurous life started with the dissatisfaction of his daily life routine. His father hoped that his son would become a lawyer and stay in the "*middle class*" of life to which they belonged. The thing which was not accepted by the son who always sought after change. Crusoe's restlessness was partly because of his longing to go to sea and his dissatisfaction with his "*middle class*" of life. In his thinking, Crusoe is not an isolated Englishman; on the contrary, he symbolises the ideals of British society of that time. Naturally, Crusoe's desire to be wealthy through

sailing and trading was quite representative of the spirit of his age.

Crusoe, in the beginning, turns out to be an unfortunate sailor and a tradesman, but shipwrecks and living isolated do not keep him from his ambitions. Clearly, he is not the kind of man who could be easily convinced to give up his plan by misfortune. On the contrary, the hardships and his helplessness become a driving force in his case. He has the temperament of a well-disciplined tradesman whom loss or set-back does not hinder, but whose endurance and patience are thereby augmented. These hurdles contribute to his wisdom and prepare him for future challenges.

Crusoe is the sole survivor of the unfortunate shipwreck. Though the vessel is filled with water, he finds the food stuffs dry and brings all the beneficial items to the island. He lives on this deserted island by means of his practical ingenuity. His living, management of the resources on the island, and his insight into the most mundane details of day by day life are clear expressions of his business instincts.

Crusoe's attitude towards nature is also business like. He exploits the island only for his survival and rest. He is only concerned with the improvement of his land and has no leisure to notice that the island offers a beautiful view. Crusoe's sole pleasure comes from surveying his goods. When he was in the deserted island, he always prayed for his salvation. Besides its nostalgic association for him after going back home, the island was always connected with his business motives.

The novel sheds light on many moral lessons that human beings ought to learn and keep. Anyone on this earth should believe in his will to make a change although life is not that equal for all. With determination and belief in one's ability, fate can be changed.

a **Match these words with their meanings.**

1 precursor	**a** the emotional part of someone's character
2 temperament	**b** skill at inventing things and thinking of new ideas
3 augment	**c** something that happened before something else
4 ingenuity	**d** concerned with ordinary daily life
5 mundane	**e** having a feeling of sadness mixed with pleasure when you think of happy times in the past
6 nostalgic	**f** to increase the value, amount or effectiveness of something

b **Choose the most appropriate completion a, b, or c.**

1 Crusoe's adventurous life began when he felt ………….. with life routine.

a happy
b unconvinced
c convinced

2 Crusoe belonged to a ………….. class in his society.

a high
b humble
c poor

3 Crusoe Symbolises the British dream of ………….. .

a changing life for better
b sailing for spending time
c living isolated

4 Misfortune had no effect on Crusoe and that can be seen through his …. .

a living on the deserted island for the rest of his life
b accepting failure
c not giving up and going back home

5 To live isolated on the island, Crusoe depended on his …………… .

a companions and friends
b wisdom and belief
c desperation

6 Crusoe made use of …………… to fight for survival.

a the food he carried with him
b the resources of the island
c hunting animals

7 Nostalgia was noticed in Crusoe's personality when he was ………….. .

a on the island

b in the middle of the sea
c back home

8 According to Daniel Defoe, destination ....

a can be changed
b can't be changed
c is something that humans can't do anything with

c In pairs, discuss more moral lessons that you learned from the novel.

Vocabulary Confusing Verbs

Some verbs make us confused when using them in a certain context.

a Complete the sentences with the correct verb in the right form.

Verbs	Meaning
argue / discuss 1 I need to .... the problem with my boss. 2 I often .... with my parents about doing housework.	.. (= talk about sth) .. (= speak angrily to sb)
notice / realise 3 I didn't .... you were so unhappy. 4 I didn't .... that Karen had changed her hair colour.	.. (= understand fully) .. (= see, observe)
avoid / prevent 5 Imad always tries to .... arguing with me. 6 No one can .... me from seeing my friends.	.. (= try not to do sth) .. (= stop)
remember / remind 7 Can you .... me to call my mum later? 8 .... to turn off the lights before you go.	.. (= help somebody to remember) .. (= try not to forget)
look / seem 9 I've spoken to her husband twice and he .... very nice. 10 Samer doesn't .... very well. I think he's working too hard.	.. (= general impression) .. (= physical appearance)

b Use the suitable verb in the correct form to complete the sentences.

1 Jason ………… (*remember / remind*) me of my father. They had the same way of talking.
2 The children ………… (*argue / discuss*) over the remote control for the T.V. all the time.
3 We spilled the tea, but Mrs. Whitley did not ………… . (*notice / realise*)
4 Vitamin E ………… (*avoid / prevent*) heart attacks.
5 I will always ………… (*remember / remind*) you. You have helped me so much.
6 Tim did not ………… (*notice / realise*) his mistake until the next day.

Pronunciation Short Vowels / æ /, / e /, / ɪ /, / ʌ /, / ɔ /, / ʊ / and / ə /

a R4.1 Listen to the words and practice them.

/ æ /	/ e /	/ ɪ /	/ ʌ /	/ ɔ /	/ ʊ /	/ ə /
ant	desk	fish	love	sock	insurance	about
cat	when	big	much	salt	pull	April
that	get	eating	luck	lot	should	cousin
mat	set	sit	young	shop	book	pencil
hat	wallet	win	bus	box	woman	woman

b R4.2 Listen and cross out the word that does not contain the short vowel sound on the left.

1 /e/	bread	man	petrol	any
2 /ɪ/	little	milk	bird	build
3 /æ/	tall	park	apple	bad
4 /ə/	enemy	supply	calendar	ball

Grammar — Past Tenses

a **Look at the *highlighted* verbs in the sentences below 1-3. What three tenses are they?**

1 Our school team were playing in the final when it began to rain.

2 Our team scored a goal but the referee cancelled it.

3 When the rescue team arrived, the storm had damaged many buildings.

b **Which of the three tenses do we use for...........?**

- completed actions in the past?
- an action in progress at a particular moment in the past?
- an action that happened before the past time we are talking about?

c **Look at these sentences and then tick the right answer.**

1 John and July were talking together when a young woman spoke to them.
Which took more time, ☐ what John and July said, or ☐ what the woman said?

2 Tom had found a camp site, but Edward was still unloading things from the car.
Which finished first, ☐ finding the camp site, or ☐ unloading things?

3 Daniel went home and switched off the computer.
What did he do first, ☐ going home, or ☐ Switching off the computer?

4 When Mona arrived, Hala was walking up and down.
Which started earlier, ☐ Mona's arrival, or ☐ Hala's walking?

5 When the match had finished, the result was two for us to one for the other team.
What happened first ☐ finishing, or ☐ scoring?

Everyday English Persuasion

a R4.3 **Read and listen to the following conversation.**

A: Why don't you get a decent job for a change?
B: But I like my job.
A: Look, gardening isn't a job for a university graduate.
B: But the money's not bad and there's plenty of fresh air.
A: If I were you, I'd go on some kind of course –teaching, accountancy.
B: Accountancy? Anything but that. It's too boring.
A: Come on, you really must think of the future. Why don't you just write a few application forms?
B: I'll try dear.
A: Good luck!

Note: When persuading others, we use these phrases and expressions.

- Why don't you …..?
- I think you should …..
- My advice would be ……
- I'm sure you ought to …..
- If I were you, I'd …..
- Don't you think it would be better if ….
- If you did that, then you'd be able to …
- If you don't do it, you won't be able to ….

b **With your partner, make a short dialogue about one of these situations using appropriate expressions from the box.**

1 You're in London. You are talking on the telephone to your head office. You have thirty seconds to persuade them to let you stay for another week.

2 You have invited an English friend to visit you in your country but he's decided to go somewhere else instead. Try to make him change his mind.

3 You've got tickets for a play. At the last moment your sister says she has a headache and can't come. How can you persuade her?

Listening

a **Do you know why the novel as a literary genre became famous in the English literature? Tell the class.**

b R4.4 **Listen to the following extract and choose the correct answer a, b, or c.**

1 Novel as a literary genre enjoyed the highest level of glory in the ……... .

a 18th century
b 19th century
c 20th century

2 The authors namely Defoe, Richardson, Fielding and Stern ……..... .

a were influenced by earlier novelists
b influenced later novelists
c developed the English genres

3 The chain effects of the ……..... improved people's life and living standard.

a novels
b industrial revolution
c development of economy

4 The rise of the educated middle class people further ……..... the reading public which correspondingly led to demand of novels for reading.

a reduced
b decreased
c increased

5 ……..... were some of the notable books that became famous in the 18th century.

a 'Pamela', 'Joseph Andrew's, and 'Hamlet'
b 'Pamela', 'Wuthering heights'and 'Robinson Crusoe'
c 'Pamela', 'Joseph Andrew's', and 'Robinson Crusoe'

Speaking

In pairs, discuss the following questions.

1 Have you ever read any world famous novel? How did you feel?
2 Name some of the novels written by Arab novelists.
3 What are the benefits of reading a novel?

Writing

a **Write a summary of a world novel that you have read.**

The following prompts will help you.

- the author
- main theme
- the plot
- some of the moral lessons

Use some of the following expressions in your writing.

such as / for instance / specifically
equally / a similar…. / likewise
in short / in other words / anyway
eventually / finally

b **Check your writing for spelling, grammar and punctuation.**

Review 1

1 **Complete the sentences using the verbs in brackets in the present continuous or present simple.**

➢ I'm writing (*I/write*) to my parents. I write (*I/write*) to them every weekend.

1 .... (*it/snow*) outside. .... (*it/come*) down quiet hard, look.

2 Normally............... (*I/start*) work at 8.00, but .... (*I/start*) at seven this week. We very busy at the moment.

3 I haven't got a car at the moment, so .... (*I/go*) to work on the bus this week. Usually .... (*I/drive*) to work.

4 The sun .... (*rise*) in the east, remember. It is behind us, so .... (*we/travel*) west.

5 I'm afraid, I have no time to help just now. .... (*I/write*) a report. But .... (*I/promise*) I'll give you some help later.

6 .... (*I/want*) a new car. .... (*I/save*) up to buy one.

2 **Give the news using the present perfect and past simple.**

➢ The Prime Minister / visit Damascus University / speak to students there / earlier today

The Prime minister has visited Damascus university. He spoke to the student's there earlier today.

1 The train drivers / go on strike / stop work / at twelve o'clock

....

2 The football players / arrive in Abu Dahbi / fly there / in an SAC aircraft

....

3 The actor / die in a car accident / his car / crash into a wall

....

4 Mazen win the men's marathon / run it / in two hours twenty six minutes

....

5 Two tigers escape from the zoo / get away during the night

....

3 **Choose the correct preposition a, b or c:**

1 The stamp's value depend .... how rare it is.
a in **b** on **c** from

2 How long do I have to wait .... the next bus?
a to **b** with **c** for

3 The naughty boy would not listen .... anyone who tried to persuade him to stay at home.
a to **b** from **c** of

4 Leonardo da Vinci and Michelangelo belong .... the Renaissance era.
a on **b** under **c** to

5 You should send her an SMS to her and ask .... help.
   a for   b in   c to
6 You should learn how to write an application form .... a job.
   a to   b for   c from
7 Oh, no, my car has broken .... again.
   a out   b down   c of
8 Always switch .... appliances that are not in use.
   a on   b out   c off
9 Just before the milk comes to the boil, turn .... the heat.
   a down   b up   c on
10 You have to warm .... before you swim.
   a down   b in   c up

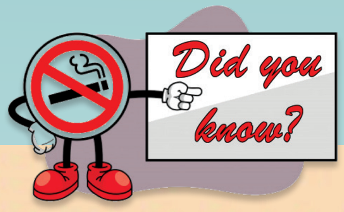
4 **Fill in the gaps with the correct determiner. Leave the space empty if the sentence is already complete.**

1 I don't usually like staying at .... hotels, but last summer we spent two weeks at a very nice hotel by the sea.
2 If you go to live in .... foreign country, you should try and learn .... language.
3 Helen is .... economist. She lives in .... United States and works for .... investment company.
4 I love .... sport, especially .... tennis. I play two or three times .... week if I can, but I'm not .... very good player.
5 I won't be home for .... dinner this evening. I'm meeting some friends after .... work and we're going to .... cinema.
6 When .... unemployment is high, it's difficult for .... people to find work. It's .... big problem.
7 There was .... waiter standing at the entrance of the restaurant.
8 The first press of the newspaper was published in .... 1970s.
9 My journey to school takes me less than half .... hour on foot.
10 The meeting ended without .... positive results. I think they will meet again next week.

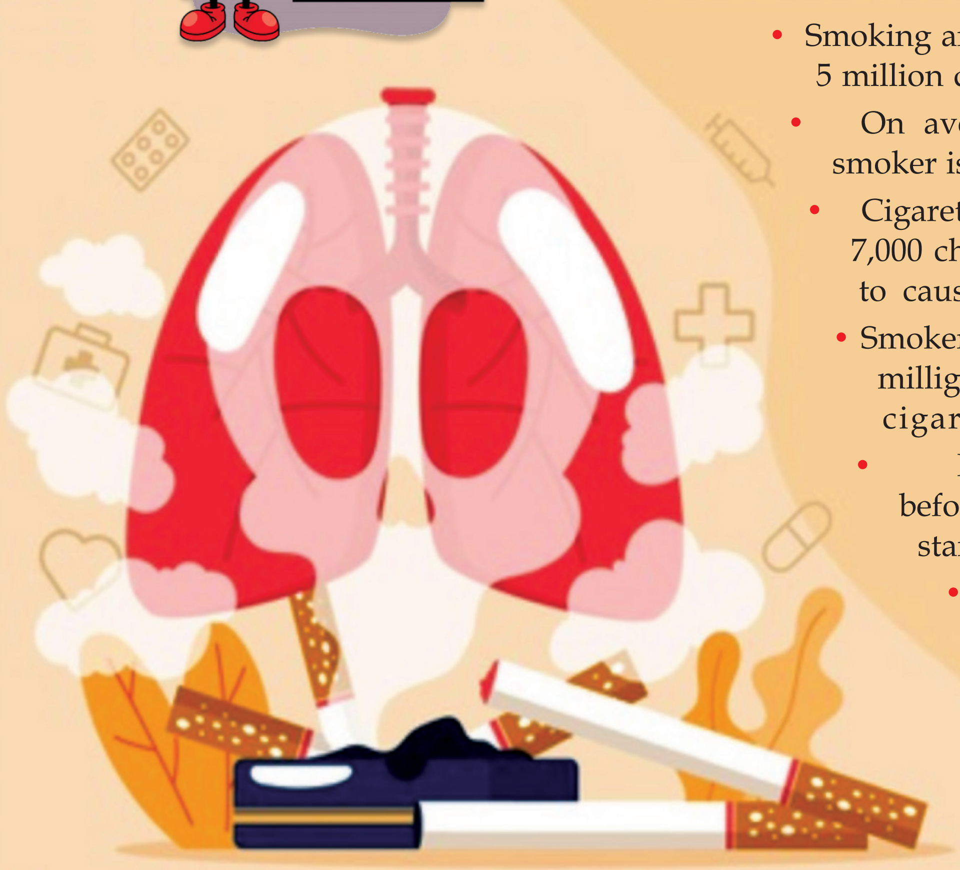
5 **Choose the correct answer between brackets.**

1 A: It's been a pleasure *(doing, making)* business with you. B: You're welcome.
2 She's *(done, made)* a lot of efforts to be that great woman in society.
3 It took us a long time to *(argue, discuss)* that problem.
4 These two brothers appear to be a real twin. They *(seem, look)* alike.
5 A *(traditional, tradition)* is a belief or behavior passed down within a group or society with symbolic meaning.
6 *(Produce, Production)* is the process of making or manufacturing goods and products from raw materials or components.

Project 1



Say No For Smoking



- Smoking and tobacco use causes more than 5 million deaths per year worldwide.
- On average, the life expectancy of a smoker is 10 years less than a nonsmoker.
- Cigarette smoke contains more than 7,000 chemicals, 70 of which are known to cause cancer.
- Smokers typically inhale about 1 milligram (mg) of nicotine in a single cigarette.
- Nearly 9 out of 10 smokers start before the age of 18 and almost all start smoking by age 26.
- Smoking causes cancer, heart diseases, stroke, diabetes and lung diseases
- Tobacco is the leading cause of preventable death in the world.

1 As a class, discuss these questions.

1 Smoking can cause many diseases, what are the effects of smoking?

2 If smoking is so dangerous, why do people do it?

3 Smoking is addictive and difficult to give up, what can a smoker do to quit?

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2 If each pack of cigarettes costs 1000 S.P, calculate how much a smoker would spend in a year.

	Total for year
One Pack Per Week	
Half a pack a day	
One pack a day	

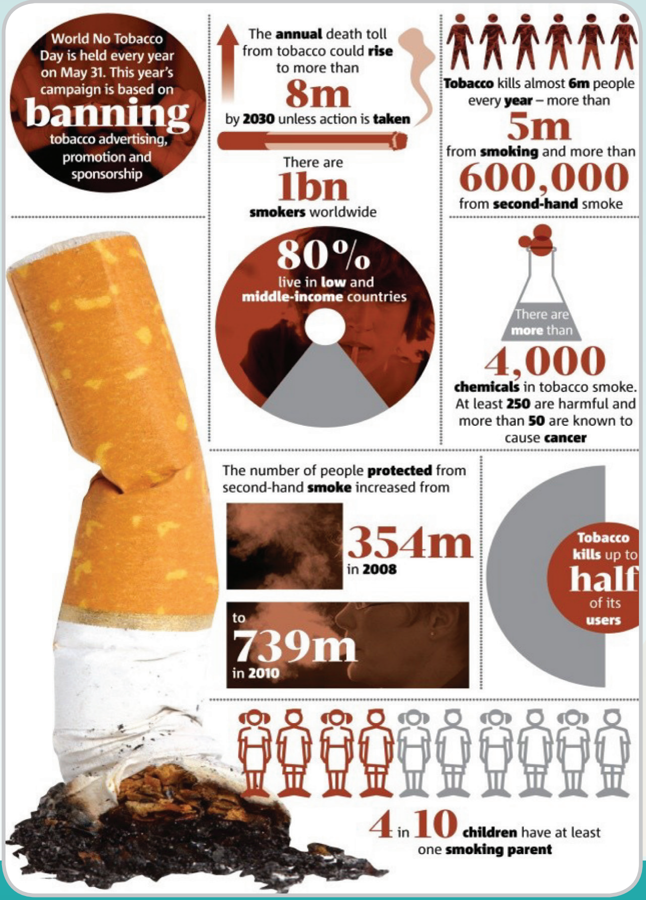
3 Write down what you might do with each amount of money.

1 With the amount of money from a pack of cigarettes a week, I could ……………………

2 With the amount of money from a half a pack of cigarettes a day, I could ……………………

3 With the amount of money from a 1 pack of cigarettes a day, I could ……………………

4 As groups, create posters about smoking and its effects , persuading people to quit it.



Module 3

Health

Unit 5
Smoking & Health Problems

Unit 6
Physical Education

Unit 5

Smoking & Health Problems

Listening: Listening for gist
Speaking: Giving advice
Reading: A Bad Habit
Writing: An email about smoking
Vocabulary: Phrasal verbs
Grammar: Past Simple and Present Perfect
Pronunciation: Long vowels
Everyday English: Being a good guest

Preview

Discuss these questions with your partner.

1 Is there a smoker in your family? Does he / she suffer from any health problems?
2 Why do you think people smoke?
3 Does smoking have any effects on non-smokers?
4 What are some bad effects of smoking?

Reading

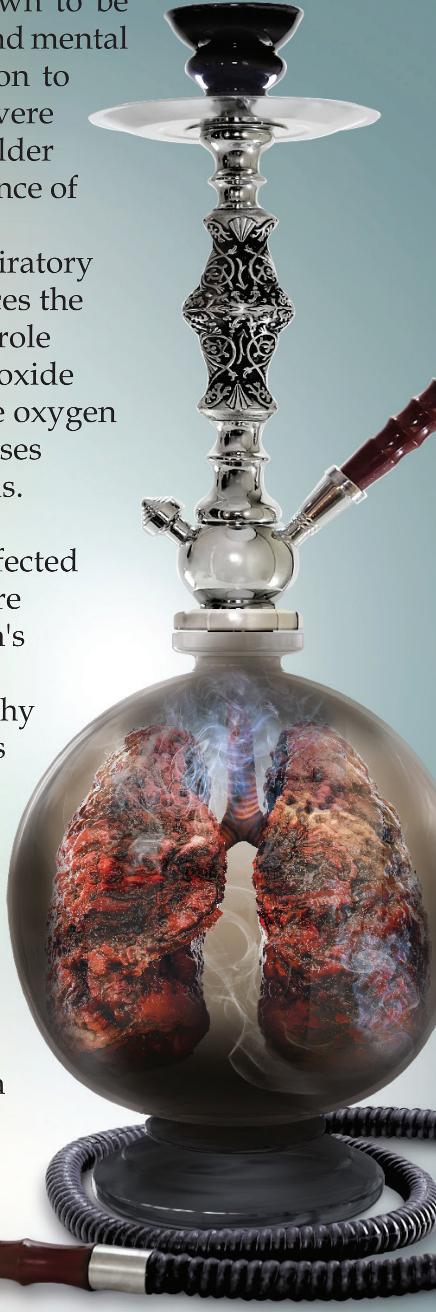
a **Guess the right answer. Search the Internet to help you.**

1 How many people die in the world due to smoking every year?
   a 70,000   b 700,000   c 7,000,000
2 What country consumes the highest amount of tobacco?
   a Serbia   b Syria   c New Zealand
3 What country has the least smokers?
   a The USA   b Morocco   c India

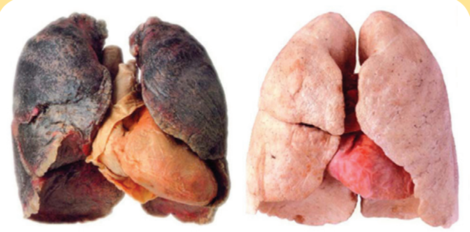
b **Read the following text and answer the questions below.**

1 What are the various bad effects of smoking?
2 Which part of the body is directly affected by smoking?
3 Why are smokers largely affected by COVID-19 virus?
4 What is passive smoking?
5 What is the wrong idea about shisha?

A Bad Habit



Smoking is one of the most serious habits in the world. It is known to be harmful to all age groups, old and young. It affects physical growth and mental development, changes the teen's behaviour, and exposes the person to serious heart and lung diseases in the future. Teen smoking causes severe nicotine addiction faster and greater than people who smoke at an older age. It increases the incidence of heart and lung diseases and the chance of developing lung cancer and other types of cancer.



Smoker's Lung Healthy Lung

Smoking affects the human respiratory system in the first place. It reduces the ability of the lungs to play their role in ridding the body of carbon dioxide and providing the body with the oxygen necessary for the internal processes of building and reproducing cells. Recent studies have shown that smokers are more likely to be affected by the COVID - 19 pandemic than others. This is because smokers are less resistant to the virus, which mainly targets at an infected person's respiratory system.

Smoking is harmful and financially expensive. It is completely unhealthy and unethical behaviour. People should stay away from smokers completely, so that they do not fall into the trap of indirect smoking, which is inhaling the smell of smoke from cigarettes and exhaling smokers. Passive smoking is an explicit danger to the health of the individual, especially children and adolescents.

Smoking shisha is not safer than smoking cigarettes. Many people think that drawing tobacco smoke through water makes shisha less harmful than cigarettes, but that's not true. Shisha is addictive since it usually uses tobacco which has nicotine. Like cigarettes, shisha contains a lot of toxins, which put shisha smokers at risk of developing heart and circulatory diseases, cancers, nicotine addiction, and other health effects.

c Match each word with its correct meaning. Compare your answers with your partner.

1 mental	a extremely bad / harsh
2 expose	b take into the lungs
3 severe	c relating to the mind
4 unethical	d habit-forming / something you don't want to stop
5 pandemic	e breathe out
6 inhale	f to put someone in a situation where they cannot be protected from sth dangerous.
7 exhale	g a disease that spreads throughout a large area
8 addictive	h morally unacceptable

d Complete the sentences 1-6 with words from the article.

1 Smoking is one of the most ………………….. habits in society.
2 The ……………….. system is the most affected by smoking and COVID -19.
3 The more you keep your health, the more ……………… against illnesses you will become.
4 Bad habits like smoking and alcoholism are ………………….. expensive.
5 Alcoholism and smoking are unhealthy and …………………..
6 Leading a …………………… lifestyle is your own responsibility as a young person.

Vocabulary Phrasal Verbs

a Match the underlined verbs in these sentences with the correct meanings a-f below.

1 He is very sad because his mother passed away last year.
2 Last Friday was scorching hot. People everywhere were passing out from the heat.
3 My grandmother has come round after the operation and she is better now.
4 I'm trying to fight off a bad cold I caught last week.
5 I feel I need some rest. I think I'm coming down with flu.
6 The baby may be sick; she has thrown up her dinner.

Meanings:

a resist an illness	b losing consciousness	c becoming sick
d vomited	e died	f become conscious

Stages of life

b Label the pictures with the correct words.

middle age	*death*	*birth*
childhood	*retirement*	*adolescence*

Pronunciation

Long Vowels / ɑ: /, / ɜ: /, / i: /, / ɔ: / and / u: /

a R5.1 Listen to the words and practise them.

/ ɑ: /	/ ɜ: /	/ i: /	/ ɔ: /	/ u: /
card	bird	sheep	horse	zoo
dark	purse	lead	bore	shoes
are	word	been	short	blue
park	burn	read	bored	do
laugh	girl	wheat	shore	pool

b R5.2 Listen and circle the long vowel you hear in each word.

1 soup	/ ɑ: /	/ i: /	/ u: /
2 key	/ i: /	/ ɔ: /	/ u: /
3 school	/ u: /	/ ɜ: /	/ ɔ: /
4 sardine	/ ɜ: /	/ i: /	/ u: /
5 me	/ u: /	/ ɔ: /	/ i: /
6 door	/ i: /	/ ɔ: /	/ ɑ: /

Grammar

Past Simple and Present Perfect

a Tamer and his mother are having an argument about money. Read what his mother says and complete the dialogue with Tamer's answers from the box below. Then Try to guess his last answer.

- I've had it for at least two years. May be longer.
- It's old.
- No. What is it?
- ~~Yes, I've just bought it.~~
- I can't.

Mother: Is that a new mobile?

Tamer: Yes, I've just bought it.

Mother: What's wrong with your old mobile?

Tamer: [1] ....

Mother: Old? How long have you had it? A year?

Tamer: [2]... .

Mother: Three years? I'm sure we bought it last year. Look. We can't afford buying a new mobile.

Mother: Have you seen this?

Tamer: [3].. .

Mother: The electricity bill. It arrived this morning. And we haven't paid the phone bill yet. Take it back to the shop and get your money back.

Tamer: [4]... .

Mother: Why not?

Tamer: Because [5]... .

b **In pairs, read the dialogue again and underline five examples of the present perfect and two examples of the past simple. Then answer the questions.**

Which form of the verb do we use for.....?

1 a completed action in the past
2 things which started in the past and are true now
3 recent actions when we don't say exactly when
4 recent actions when we say exactly when

c **One sentence in each pair is wrong. Correct it by replacing the past simple with the present perfect of the *italicised verb*.**

1 a Remember that after you *signed* the contract, you won't be able to change your mind.
  b Hazard's injury only became apparent after he *signed* to play for Real Madrid.

2 a As soon as I *finished* college, I want to travel around Australia.
  b I didn't have time to check the essay. I handed it in as soon as I *finished* it.

3 a By the time Ilham *got* to work, the meeting had finished.
  b I'll probably have finished breakfast by the time the children *got* up.

4 a I recognised her the moment I *heard* her laugh.
  b I'll tell you what time we're coming the moment I *heard* from Amal.

d **Here are some extracts from a television news report. Choose the more appropriate tense – *Present Perfect* or *Past Simple* – for the verbs in brackets.**

1 When President Al-Assad arrived *(arrive)* in Algeria this evening, it was the first time he.......................... *(visit)* Africa after his election in May.

2 The Main Hospital in Wuhan .... *(close)* to new patients after more cases of COVID-19. Three elderly patients ....*(die)* last week in the epidemic.

3 The rate of unemployment .... *(drop)* to 4.8%. It's the first time in nearly eight years that the rate .... *(fall)* below 5%.

4 Nearly 500 laptops were sold. A representative of the company .... *(say)* that there had been an increase in the demand for the new production.

Everyday English Being a Good Guest

a **Work in pairs. Discuss the questions.**

1 When was the last time you were a guest? What was the situation?

2 When was the last time you had a guest? Was he or she a good guest? Why? Why not?

3 What type of things do good and bad guests do in your country?

b R5.3 **Read and listen to the following dialogue.**

A: So, I walked into your parents' house, but I forgot to take my shoes off. Did I do something wrong?

B: Oh, I see.

A: My shoes weren't dirty or anything, but I still feel really bad.

B: It's OK –I'll tell my parents you forgot. Don't worry about it.

A: I don't know. Should I call them up to apologise?

B: No, it's nothing. You really don't have to apologise.

c **Match the comments / questions 1 - 5 with their responses a - e.**

1 Did I do something wrong?

2 Sorry about that. I didn't know that was the boss's chair.

3 My apologies. I didn't realise I had to shake everybody's hand.

4 Is this a bad time? I can come back another time.

5 Do I need to bring gifts?

a No, it's not necessary. We don't expect them in our country.
b Don't worry about it. She didn't mind at all.
c No problem. You said hello to everybody, so that's OK.
d Can you come back tomorrow? I'm busy for the rest of the day.
e Yes, you did. No talks during the national anthem, but don't worry –we can sort it out.

d **Work in pairs. Cover responses a-e. Take turns to read the comments/ questions in 1-5 and to reply with the correct response or one of your own.**

Listening

a R5.2 **Listen to the following extracts.**
Are the speakers smokers or non-smokers now?

1. Speaker 1: ……….…………..……
2. Speaker 2: …...……………………
3. Speaker 3: ……………..………..

b R5.3 **Listen again and choose the correct answer between brackets.**

1. **Speaker 1** thinks smoking shisha is ***(better, worse)*** than cigarettes.
2. **Speaker 1** has started smoking since he was ***(fourteen, forty)***.
3. **Speaker 2** had smoked cigarettes for twelve years then he ***(quit smoking, started smoking shisha)***.
4. **Speaker 2** used to smoke ***(on the balcony, in the street)***.
5. **Speaker 3** considers smoking tobacco ***(like killing one's self, a waste of money)***.
6. **Speaker 3** ***(has never smoked before, has tried smoking but he didn't like it)***.

Speaking — Giving Advice to Quit Smoking

a Fill in the following table giving examples about two good and two bad habits. Tell your partner.

	Good		Bad	
The habit	*Doing Sports*			
Why is it good / bad?				

b In pairs, discuss the following statement: *the longer a person smokes, the more difficult it is to quit*. Make sure you give your opinion.

c Think of different ways to help an addict to quit smoking.

d Tell your partner some information about smoking you think he / she has never heard of.

Writing

a Answer the following questions about a person you know who is an addict to smoking.

1 What's this person's name?
2 How old is he / she?
3 How long have you known him / her?
4 When did he / she start smoking?
5 How many cigarettes does he / she smoke a day?
6 Has he / she tried to quit before?
7 What health problems does he / she suffer from?

b Write an e-mail to the person in exercise a.
giving him / her general information about the serious effects of smoking on health suggesting some tips to help him / her quit.

c When you finish writing, check your e-mail carefully for spelling, grammatical and punctuation mistakes.

d Ask your partner to write comments on your e-mail as if he is that person.

Unit 6

Physical Education

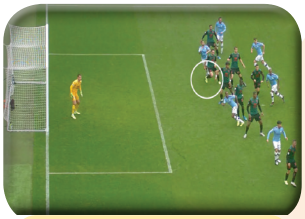
Listening: Listening for gist
Speaking: Asking and giving information
Reading: Benefits of Sport
Writing: A paragraph about a healthy lifestyle
Vocabulary: Sport idioms
Grammar: Future forms
Pronunciation: Diphthongs
Everyday English: Giving warnings

Preview

1 How can sport enhance health in societies? Tell your partner!
2 Does sport play any role in spreading peace worldwide?
3 What does sport enhance in individuals?

Label the pictures with the following sport phrases:

on your mark, get set go *celebrating victory* *losing team fans* *calling time-out*
run a marathon *cheering a win* *full time whistle* *an offside player*



Reading

Read the following text then do the tasks below.

Benefits of Sport

Academic Success: It is recognised that there is a strong connection between participation in sport and academic success. Those who participate in sports tend to be more focused, disciplined in their studies and successful in school.

Confidence: The more we participate in sports, the more we build self-confidence. It is seen as a crucial component in empowering the young to take on new roles and to challenge the hurdles they encounter.

Health: Participating in sports has many benefits for both boys and girls. Physical activities develop healthy lifestyle habits and are beneficial for physical and mental health. Just four hours of any physical activity a week has been shown to reduce the risk of many diseases, such as cancer and heart disease. Developing such positive habits in childhood can have life-long positive benefits. Moreover, the beneficial effects of sport on individual health accelerate overall health indicators of the community.

Peace Spreading: In conflict environments, sports have been used effectively to promote reconciliation among communities. Sport events offer an opportunity to bring countries together as in the World Cup or the Olympic Games.

Teamwork: Membership on a sport team has effects in terms of building positive relationships among team members, and helps acquire teamwork skills, which can later be useful to all members in their personal life.

a **Answer the following questions.**

1 How does sport increase academic success?
2 What helps people build self-confidence?
3 Name the illnesses mentioned in the text above.
4 How is sport important in spreading peace?
5 What does the word "**their**" in blue refer to?

b **Correct the following sentences according to the text.**

1 A negative sign of a healthy community is taking up sport.
2 Sport never unites the fans of the national team.
3 Teamwork skills can last only a short period of time.

c **Match the following definitions to the words in red in the text above.**

1 a situation in which two people, countries, etc. become friendly with each other again after quarrelling ………..……………
2 problems or difficulties that must be solved ………..……………
3 to happen or make things happen faster ………..……………
4 trained to obey rules and behave in a controlled way ………..……………

Vocabulary Sport idioms

a **Match each idiom with its corresponding meaning.**

1 As fit as a fiddle	a functioning in a good way.
2 Alive and kicking	b being unwell.
3 Under the knife	c to be in excellent physical shape or to be very healthy.
4 Under the weather	d to have surgery or an operation.

b **Complete each pair of the dialogues below with the correct form of the idioms mentioned in exercise (a).**

1 ***Lubna:*** "How's your brother?"
Lama: "He's OK; he's going ……………… at the Medical Centre next week."

2 ***Roberto:*** "Are you coming to the party tonight?"
Jane: "I don't think so. I'm feeling a bit ……………………….. ."

3 ***Sami:*** "Do you still have that motorbike you bought in the 1970s?"
Ali "Yeah, and it's still ………………………………."

4 ***Michel:*** "Are you ready for our run this morning?"
John: "Ready?! I'm feeling ……………………..."

Pronunciation

Diphthongs / aɪ /, / eɪ / and / ɔɪ /

a R6.1 **Listen to the words and practise them.**

/ aɪ /	/ eɪ /	/ ɔɪ /
like	wait	oil
white	race	voice
rise	raise	toy
file	lake	avoid
smile	fail	annoy

b R6.2 **Listen and cross out the word that does not contain the short vowel sound on the left.**

1 / aɪ /	climb	join	tie	dye
2 / eɪ /	date	make	face	choice
3 / ɔɪ /	royal	train	boil	soil

Grammar

Future Forms

With a partner, decide which sentence(s) 1-6 refer(s) to.

1 Shall I make you a cup of coffee?
2 You'll pass your exam.
3 It's going to be hot tomorrow.
4 I'll be really careful.
5 Are you going to study at university?
6 I'm staying at home tonight. I'm not going out.

a plan or intention ....
an arrangement ....
a prediction ....
a promise ....
an offer ....

Use the words / phrases from the list to complete the sentences, as in the example.

sell her car *be late for school* *make a cake*
lose weight *rain* *fix*

1 Jane's putting an ad in the newspaper.
She is going to sell his car.

2 The washing machine isn't working.
My father ....

3 I bought some flour and some eggs.
I ....

4 Robert is on a diet.
He ....

5 Peter is still in bed.
He ....

6 The sky is cloudy.
It ....

Everyday English Giving Warnings

a R6.3 **Read and listen to the following dialogue.**

A: We're going to Karakas on holiday, and I've heard that there's a lot of street crime. Is that true?

B: Not really. I mean, it's like a big city. You need to watch out for groups of young children on the streets. They try to distract you, and then sometimes take your bag.

A: Oh. Right.

B: It's not very common, but don't walk around the city obviously carrying money in a big money belt or anything.

A: Of course.

B: The most important thing is to remember to hold on to your handbag. On the whole, the city's pretty safe.

A: That's useful. Thanks.

b **Work in pairs and role-play one of these situations.**

1 You are a tourist. You want to go on a tour in the Amazon Rainforest.
Student A: Ask the *Tourist Information* for advice.
Student B: Give warnings.

2 You work in a diving centre. A customer would like to go diving on the reef. Give him some warnings.

Listening

a **In your opinion, how can sport promote equality and enhance the value of *diversity?***

b **R6.4 Listen to the following extract. Choose a, b, or c to complete the sentences.**

1 The right to equality and non-discrimination is a cornerstone of the............... .

a Western sport clubs **b** international law **c** health organisations

2 .... expressing human behaviour can become platforms for human rights based on respect for diversity.

a Sport stadia **b** Coffee houses **c** American restaurants

3 Participation in sport offers opportunities for the empowerment of people with ....

a talents **b** disabilities **c** witness

4 Sport-related policies and programmes aimed at .... nequalities.

a increasing **b** reducing **c** enlarging

c **R6.4 Listen again, then decide whether the following statements are *True* or *False*.**

1 Equal opportunities can be achieved in and through sport. ....

2 Sport events can be used to celebrate and value diversity. ....

3 Teams in sport can prevent the message of equality. ....

4 Sport is recognized as a contributor to the weakening of individuals. ....

Speaking

In pairs, discuss the following questions.

1 What is your favourite sport? How often do you practise it?

2 Have you ever participated and won a competition? How did you feel?

Writing

Complete the following paragraph about the role of sport in enhancing a healthy lifestyle.

Health in general depends on the lifestyle you lead.

Doctors recommend waking up early in the morning and walking in the fresh air. They consider that ....

Module 4

Unit 7

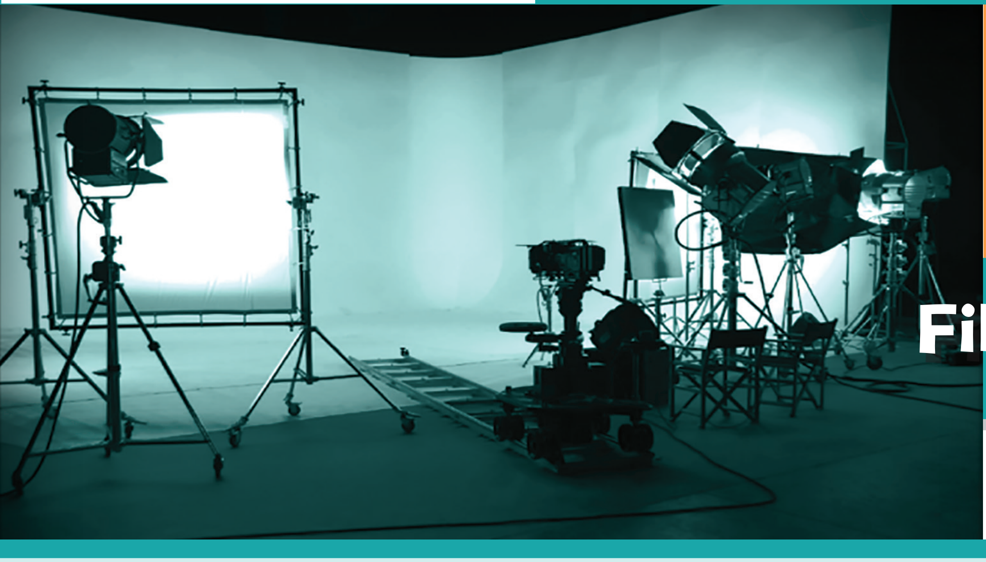
Film Making

The Seventh Art

Unit 8

Behind the Glamour

Unit 7



FilmMaking

Listening: Listening for specific information
Speaking: Talking about film genres
Reading: How to Make a Film
Writing: A composition about a famous film star
Vocabulary: Preposition collocations
Grammar: Deduction
Pronunciation: Diphthongs
Everyday English: Clarifying opinions

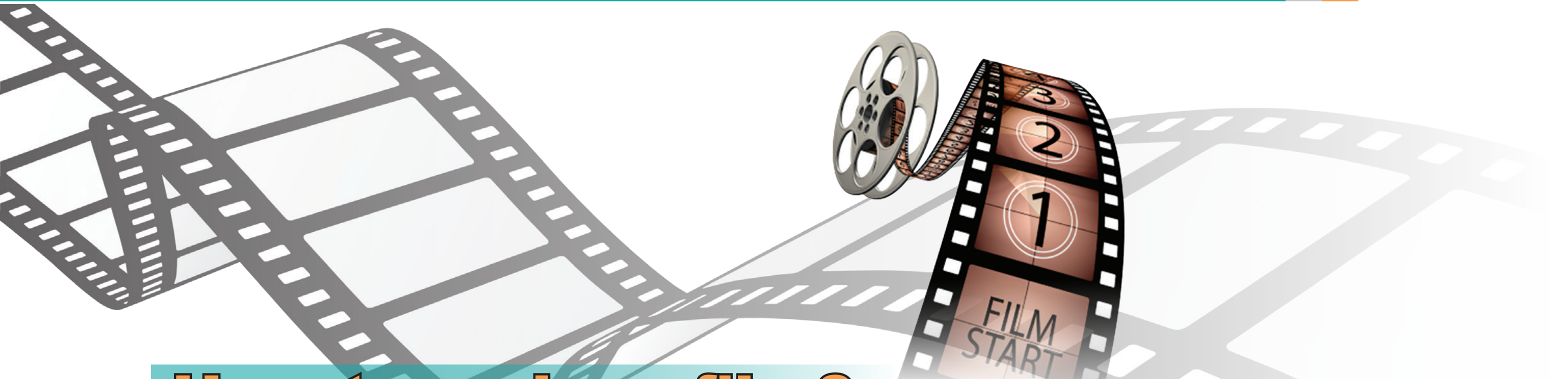
Preview

1 What brings to mind when you hear the word "movie"?
2 Where do you often watch films, at the cinema or at home?
3 What kind of films do you usually like watching?

Reading

a **Before you read the text, match the words with their meanings.**

1 artefacts	a the property of being indefinitely continuous
2 optical	b to hold back within
3 rotating	c a film that has been shot
4 persistence	d the act of giving something to a number of people
5 retain	e something used in place of another
6 footage	f man-made objects taken as a whole
7 distribution	g moving around a central fixed point
8 alternative	h relating to or using sight



How to make a film?

Films are cultural artifacts created by specific cultures. They reflect these cultures and in turn affect them. Film is considered to be an important art form, a source of popular entertainment, and a powerful medium for educating citizens.

The name "film" originates from the fact that photographic film has historically been the medium for recording and displaying motion pictures. It is created by photographing actual scenes with a motion picture camera; by photographing drawings using traditional animation techniques; by means of computer-generated imagery and computer animation; or by some or all of these techniques and other effects.

Films usually include an optical sound track which is a graphic recording of the spoken words, music and other sounds that accompany the images; **it** runs along a portion of the film exclusively reserved for it and is not projected. The individual images that make up a film are called frames. During projection, a rotating shutter causes intervals of darkness as each frame in turn is moved into position to be projected, but the viewer does not notice the interruptions because of an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source has been removed.

Film production is a multi-step process of making movies that can sometimes take years to complete. Film production goes through five main phases; the first step of film production is the development stage, where all the initial details of the movie are figured out before entering pre-production, **which** focuses on research, casting and location scouting.

After pre-production is complete, shooting can start. Shooting time varies between projects, and the types of film being made will determine the length of the production phase. After shooting concludes, there is the post-production phase, where footage is edited and arranged into a complete narrative. The production will then move into the distribution phase and the final product may be released into theatres, DVDs or onto an alternative digital media platform. Thus, the process of filmmaking is both an art and an industry.

b **Answer the following questions.**

1 What role do films play in cultures?
2 Why don't the viewers notice the interruptions in the film while watching?
3 What happens in the pre-production stage?
4 When does shooting of the film start?
5 Where does the film go after production?
6 What do the words **(it, which)** in **bold** in the text refer to?

c **Complete the following sentences with information from the text.**

1 Computer-generated imagery is a technique used to ....
2 Sound tracks run along ....
3 Frames are individual images that ....
4 In the post-production phase, footage is ....

Vocabulary — Preposition Collocations

Choose the correct preposition collocation to replace the words in italics.

by chance	*out of reach*	*on purpose*
without fail	*in advance*	*by mistake*

1 My friend Iman was too busy, so she gave me the wrong book, ***not meaning to do that***.
2 We need to book the tickets for the cinema ***before hand*** or we won't get a good seat.
3 Suzan tried to grab the kite as it flew away, but it was already too ***high to touch***.
4 Mary is a hardworking student. She studies for fifteen hours a day ***definitely***.
5 The lady left the supermarket without paying ***intentionally***. It was bad behaviour.
6 The old man was walking to the station and ***without planning*** he saw the glove he had lost on the ground.

Pronunciation Diphthongs / eə /, / ɪə / and / ʊə /

a R7.1 **Listen to the words and practise them.**

/ eə /	/ ɪə /	/ ʊə /
stare	clear	sure
rare	idea	cure
bare	ear	insurance

b R7.2 **Listen and cross out the word that does not contain the short vowel sound on the left.**

1 / eə /	coin	lair	care	bare
2 / ɪə /	fear	career	pure	near
3 / ʊə /	usual	gain	mature	during

Grammar Deduction

a **Read the following sentences. Match the modals in bold in each sentence with one of the meanings given.**

1 a We ***must*** show our passport at the airport.
b He ***must*** be around here because his car is parked there.

1 to show that something is possible
2 to show that something is not optional; it is necessary

2 a She ***cannot*** speak French very well.
b They ***can't*** be poor because they have a big villa and four cars.

1 to show that something is possible
2 to show inability

b **Read the following sentences and decide whether each sentence shows how the speaker is certain about a possibility in the past or the present.**

1 The lights are out. They ***can't*** be at home.
2 She failed that exam. She ***can't*** have studied very much.

a a possibility **in the past**.
b a possibility **in the present**.

c **Complete the dialogues with *must, might, might not* or *can't* ×2.**

A: Someone is knocking at the door.

B: It [1] .... be the pizza delivery man. I ordered a pizza.

A: I know you ordered a pizza. But it [2] .... be him, because you ordered the pizza five minutes ago.

B: Yes, you are right. Then it [3].......... be your sister.

A: No, it [4] .... be my sister. She's out of town.

B: Well, then just open the door; it [5] .... be important.

Everyday English

Clarifying Opinions

a R7.3 **Read and listen to the following conversation.**

A: It's interesting that one of the most intelligent people I know is a twelve-year old boy from Egypt. He doesn't go to school and he works in a touristy area in Cairo.

B: Why do you think he's intelligent?

A: The reason why I say he's intelligent is that he can sell you something in about fifteen languages. I was once watching him, and it was incredible. Most of the time he uses English, but he guesses where you're from and starts speaking your language.

B: How did he learn the languages?

A: I asked him that and he said he learnt them by talking to tourists.

B: That's amazing. Just talking to tourists.

A: He's super-intelligent.

B: Degrees and certifications aren't everything, but you know, having said that, I do think qualifications are useful in some ways. For one thing, they show that you're able to complete a course - that you're motivated enough.

A: Yeah, I think that's true.

B: But I must say real life experience, travelling and meeting people give you an amazing education, too.

A: Exactly. That's what I was saying. Like the boy from Egypt.

b **With a partner, make a short dialogue about one of these situations. Clarify your opinion with examples.**

1 Parents are the best teachers.
2 Food has become easier to prepare nowadays.
3 Television has destroyed communication among friends and family.
4 When people succeed, it is because of hard work. Luck has nothing to do with success.

Listening

a **In pairs, discuss the following questions.**

1 How often do you visit the cinema?
2 What is the most favourite film you have ever seen?
3 Why is it your favourite?

b R7.4 **Listen to a text about "a film review". Then decide whether the following statements are *True* or *False*.**

1 The reviewer didn't think he was going to enjoy the film.
2 The first scene of the film is important for the rest of the film.
3 The reviewer was glad the film was set in a different country.
4 The reviewer recommended watching the film.
5 The reviewer felt sympathetic towards the characters.

c R7.5 **Listen to two friends talking about going to cinema to watch a film. Then choose a, b or c.**

1 Which film are Amer and Sam going to see?
   a *Cyber 2050*   b *Midnight Moon*   c *Forever*
2 What time does the film they want to see start?
   a at 7.35 p.m.   b at 7.00 p.m.   c at 7.30 p.m.
3 Where are Amer and Sam going to meet?
   a at the cinema   b at Amer's office   c at the train station
4 What sort of films is *Cyber 2050*?
   a romantic comedy   b science fiction   c action film

d **If they made a film about your life, which actor or actress would be in the film? Tell the class why.**

Speaking

a **In pairs or small groups, discuss the following questions.**

1 What is your opinion of the last Oscar winning film?
2 Which film(s) do you think will win Oscars this year?

b **Write your Oscar nominations for each category in column A.**

Oscar Category	A	B
The best film this year		
The worst film this year		
The funniest film you've seen		
The saddest film you've seen		
The film with the most interesting plot		

c **Now, work with a partner and explain your nominations. Discuss and agree on a nomination for each category. Write nominations in column B.**

Writing

a **Write a composition of no more than (100) words about a famous film star you nominate for an Oscar reward.**

The following prompts can help you:

1 The name of the film star
2 Which film(s) he / she acted in
3 The best role he / she has played ever
4 His / Her characteristics
5 How many rewards he / she has got
6 Why he /she is your favourite

b **In pairs, check spelling, grammar and punctuation marks.**

Unit 8

Behind the Glamour

Listening: Listening for gist

Speaking: Asking for details

Reading: Charlie Chaplin

Writing: A paragraph about a silent film

Vocabulary: The ending – *ever*

Grammar: Reflexive pronouns

Pronunciation: Diphthongs

Everyday English: Awkward social situations

Preview

1 What kind of films do you like watching?

2 Do you enjoy watching silent films?

3 What is the name of the silent film you have watched recently? Who was the star?

Charlie Chaplin

Charlie Chaplin was an English comic actor, a filmmaker, and a composer who rose to fame in the silent era. He is mostly famous for his screen persona "*The Tramp*". Born on April 16, 1889 in London, Chaplin is considered one of the most important figures in the history of film industry. He had been a productive and creative film maker for about 75 years before he died in 1977.

Chaplin suffered from poverty and hardship in his childhood. Consequently, he was sent to a workhouse twice before the age of nine. His mother struggled financially when his father was absent. When he was 14, his mother was sent to a mental asylum.

Chaplin's first performances were at music halls as a stage actor and comedian at the age of 19. He went to the USA where he worked in the film industry, and began appearing in 1914 for Keystone Studios. He soon developed the *Tramp* persona and formed a large fan base. Chaplin directed his own films from an early stage, and continued to hone his craft. By 1918, he was one of the best known figures in the film industry.

Chaplin wrote, directed, produced, edited, starred in, and composed the music for most of his films. He was a perfectionist, and his financial independence enabled him to spend years on the development and production of a picture.

In 1919, Chaplin co-founded the distribution company *United Artists*, which gave him complete control over his films.

Charlie Chaplin abandoned the *Tramp* in his later films. In 1972, as part of a renewed appreciation for his work, Chaplin received an *(Academy Honorary Award)* for: "the incalculable effect he had in making motion pictures, the art form of the 20^{th} century."

a **Read the text and answer the following questions.**

1 What nationality is Charlie Chaplin?
2 Why was Charlie sent to the workhouse in his early life?
3 What did he do at the age of 19?
4 Why could he have a control over his work?

b **Read the following sentences and correct the information about the text.**

1 Charlie's mother worked hard for her husband.
2 Charlie's films were directed by many directors in America.
3 The advice of his friends helped him to improve his ability in acting.
4 Many awards were given to Charlie during his career.

c **Match these words and phrases a-h with their meanings from 1 to 8.**

1 figure	**a** too great to be calculated
2 asylum	**b** the state or fact of being the father of a particular child
3 scout	**c** to improve your skill at doing something, when you are already very good at it
4 hone	**d** to find out about the abilities of actor, players etc in order to employ them
5 starred	**e** a building where poor people lived
6 paternity	**f** protection or safety
7 workhouse	**g** if someone stars in a film, TV show: they are one of the main character in it
8 incalculable	**h** someone who is important or famous in some way

Vocabulary The ending *–ever*

Whatever, whenever, whoever, wherever, etc. mean it doesn't matter.
When adding **-ever** to question words like **who, where, which, when, what** and **how**, the meaning changes.

Whoever It doesn't matter who or 'any particular person'.
Wherever It doesn't matter where or 'any place at all'.
Whichever It doesn't matter which or 'anything at all'.
Whenever It doesn't matter when or 'any time at all'.
Whatever It doesn't matter what or 'anything at all'.

Fill in the blanks with the correct word to complete the sentences.

whoever , wherever , whichever , whenever , whatever.

1 If you have the money, you can buy .... you desire.
2 .... you come, I'll be at home.
3 .... watched the film, identified the same emotions.
4 .... road you take to London, you should drive carefully.
5 You will find ancient ruins .... you go in Syria.

Pronunciation

Diphthongs / aʊ / and / əʊ /

a R8.1 **Listen to the words and practise them.**

/ aʊ /	/ əʊ /
loud	know

b **Classify the words in the column above.**

doubt tow load found tone town phone boat

Grammar

Reflexive Pronouns

a **Choose the correct answer.**

1 Don't blame *(you, yourself)*. The accident wasn't *(your, yourself)* fault.
2 Leave *(them, themselves)* alone. They can do the job *(them, themselves)*.
3 If we find the ring, we may get *(us, ourselves)* a nice reward.
4 The engine *(it, itself)* is alright, but the car is rusty.
5 He keeps *(him, himself)* fit and exercises regularly.

b **Write the suitable reflexive pronoun from the list.**

ourselves *themselves* *yourselves* *herself* *oneself*

1 She nearly cut …….......…….. with the knife.
2 John must learn to protect …….......…….. .
3 They dressed …….......…….. and went on a holiday.
4 Make sure you behave …….......…….., boys!
5 We exerted …….......…….. to try to find the answer.

Everyday English — Awkward Social Situations

a R8.2 **In the pictures, people find themselves in some difficult social situations. Read and listen. What would be other responses?**

A: Go on, have a bit more. I insist! Have the last piece, Tala!

B: Thank you. It was lovely, but just a tiny portion. I'm rather full.

A: Oh dear, how clumsy of me! I'm terribly sorry! Let me get a cloth.

B: Oh, no! My lovely new blouse! I don't believe it!

b **Work in pairs. Make dialogues about one of the situations below.**

1 Someone refuses an invitation to a social event.
2 Someone recommends a dish which the other doesn't like.
3 Someone keeps on offering food to someone who isn't hungry.
4 Two people meet, but one of them doesn't remember the other.

Listening

a **Why do most people have tension while having an interview?**

b R8.3 **Listen to this conversation between an interviewer and an actor and decide whether these statements are *True* or *False*.**

1 Brad is going to act in a new film next month. (   )
2 Brad has rejected to answer personal questions. (   )
3 Brad enjoys going out in the evening to relax. (   )
4 Brad doesn't like to tell much about his life. (   )

b R8.3 **Listen again and check your answers.**

Speaking

Students will work in small groups to create their own short silent film. Ask each group to think about a theme for their film. Each group needs to answer the following questions:

1 What is your story going to be about?
2 How is the story going to be told without dialogue?
3 Where is the story set?
4 Who are the characters in the story?
5 What is the problem in the story?
6 What is the resolution

When students have worked out a basic idea for their film, they can create a storyboard. *Storyboards* look like comic books and have a picture for every shot in the film.

Writing

a **Write a paragraph about silent films and how they are interesting.**

Use your answers to the following questions to help you.

- What is meant by '*Silent Film*'?
- Who are the most famous silent film actors in the world?
- What attracts you to such films?
- What are the differences between silent films and the others?

b **Check your writing for grammar, punctuation and spelling.**

Review 2

1 **Complete the sentences with the present perfect or past simple form of the verbs in brackets.**

1 I .... *(live)* in Hama for two years then I moved to Damascus.
2 She .... *(buy)* a small flat in Tartous in 2020.
3 My best friend's name is Beke. I .... *(know)* him for about eight years.
4 I .... *(have)* a job in a service company for a few months last summer.
5 She's a vegetarian. She .... *(not eat)* meat for the last ten years.
6 I love going for walk with my cat - I .... *(have)* her for two years.
7 He .... *(play)* the guitar for a few months, but stopped last May.
8 I .... *(be)* in Oman for two years- I live in Capital Masqat.

2 **Complete the following sentences with words derived from the words in brackets.**

1 .... countries suffer from the lack of public services. *(develop)*
2 They have great .... They always come number one in competitions. *(able)*
3 Smoking can negatively .... each organ in the human body. *(effect)*
4 To .... in a polite way is a sign of morality. *(behaviour)*
5 Industrial countries .... natural resources in large quantities. *(consumption)*
6 Smokers are usually less .... than non-smokers. *(energy)*

3 **Complete with *must, might (not)*, or *can't*, using the words in brackets.**

1 **A:** Do you know any one who drives a Ferrari?
B: Yes, my friend. I don't know her salary but she .... *(earn a fortune)*.

2 **A:** Are your neighbours away? All the windows are closed.
B: I'm not sure. I supposed they .... *(be on vacation)*.

3 **A:** Jane is looking at you in a very strange way.
B: Yes, I've grown a beard, so she .... *(recognise me)*.

4 **A:** My cousin has failed all her exams again.
B: Since she gets such bad grades, she .... *(be working very hard)*.

5 **A:** Why is Hanan so happy?
B: I'm not sure, but she ....
(have a new fiancé).

6 **A:** Where is the manager's house?
B: I don't know, but he ....
(live near the company) because he takes a train every evening.

4 Complete the sentences using myself/yourself, etc. Use the verb in brackets.

1 'Who repaired the bike for you?' 'Nobody. I repaired it myself.' *(repair)*
2 I didn't buy this cake from a shop. I .... *(make)*
3 'Who told you Laura was going away?' 'Laura ....' *(tell)*
4 I don't know what they're going to do. I don't think they .... *(know)*
5 'Who cuts Paul's hair for him?' 'Nobody. He ....' *(cut)*
6 'Can you phone Sam for me?' 'Why can't you. ....?' *(do)*

5 Fill in the correct future tense - will future, going to.

1 They .... *(drive)* to Aleppo tomorrow morning.
2 I hope the weather .... *(be)* nice.
3 I offered him this job. I think he .... *(take)* it.
4 I promise I .... *(not tell)* your secret to anyone.
5 I .... *(go)* to the cinema tomorrow.
6 I .... *(invite)* 50 people to the party, and I hope everyone .... *(come)*
7 That exercise looks difficult. I .... *(help)* you.
8 He .... *(go)* to the football match?

6 Choose the correct word or phrase in brackets.

1 She has been living on her own since her husband *(passed away, passed by)*.
2 The police are waiting for the driver to *(come out, come round)* in order to question him about the accident.

Project 2

Extinction Animals & plants

Objectives:

- You will learn how to create a successful project.
- You will present your own project within weeks.

- You've studied recently " **Extinctions Animals & plants** " in unit5.
- It's the time to visualize and present your ideas and thoughts in a school project and it may take you 3-2 weeks.
- Here are some general steps can help you.
- tackle any project on your plate more successfully. You'll need to pick a topic and plan out your project. Next, you'll need to do some research. Finally, you'll need to put everything together in your final project.

How to Create a Successful Project?

1 Deciding on a Project
2 Planning Out Your Project
3 Researching Your Projects
4 Creating Your Project

❶ Deciding on a Project

a **Read the assignment.** The assignment will give you detailed instructions about what you need to do. For instance, your assignment is about " Extinctions -Animals & plants " You can pick its definition, effects, reasons behind, solutions, difficulties…etc. Make sure to include relevant facts and information in your representation."

b **Brainstorm ideas.** Brainstorming is a way to get your ideas on paper. It can help you focus on what you want to do, as well as come up with things you hadn't thought of.

c **Pick a focus.** The best way to pick a topic is to choose what you focused on in your brainstorming. For instance, causes of extinctions OR its effects…etc.

d **Decide how you want to represent your project.** Think about the best way to represent your ideas.

- If it's a visual project. Be ready to what your project needs.
- Maybe you could make a -3D project or even think about doing something two dimensional.

❷ Planning Out Your Project

a **Sketch it out.** Once you've decided on how you want to make your project, make a sketch of your project. Decide what will go where, and how you will represent each part. Also, decide what information you'll need to complete your project, as that will help you with your research. Make an outline of the information you need to find.

Next, break down your project - " Extinctions -Animals & plants " into sub-headings. Maybe your sub-headings could be "effects'', ''reasons behind'', ''solutions'', and ''difficulties''.

b **Make a list of materials you'll need.** Before you begin, list down all the materials you'll need, from research materials to art supplies. Group them by where you can find them, such as home, the library, and the store.

c **Distribute your time.** Estimate the time needed for each task rather than for the project as a whole. Make sub-goals within your project. That is, divide your project into manageable chunks, such as " 3-2 days for deciding," " 3-2 days for planning," "a week for researching," and "a week for putting the project together."

d **Gather the appropriate materials.** Spend some time gathering what you need from various places. Put it all where you will work on your project.

❸ Researching Your Projects

a **Decide what type of research materials you need.** Decide what kind of resources would be most appropriate for your project; books, scholarly articles, newspaper articles..etc

b **Decide how many sources you need.** you may need two to four sources or more.

c **Use your library to find them.** Your librarian can guide you to the best databases for your materials. You can also research on net, related sites.

d **Narrow your materials.** Once you've gathered a bunch of materials together, you need to sort through them to decide what's actually relevant.

e **Take notes and cite sources.** Make notes related to your topic. Be as detailed as you can, but try to put it in your own words as you write it down. In addition, make sure you are citing your sources, which means you are saying where you got the information.

❹ Creating Your Project

a **Write out your text.** Your project " Extinctions -Animals & plants " will have some text on it to represent your ideas. On your sketch, identify where the text will go, use your research to write your text, and put it in your own words. Don't forget to cite your sources.

Paint or draw your project.

- If you're doing an artistic project, begin painting or drawing the pieces.
- If you're using something such as papier-mâché, start building your sculpture.
- If you're designing it on the computer, start making your art or gathering images to use.

c **Pull your project together.** Write or type out your text. Put the finishing touches on the visual parts. Glue or tape the project together as needed, so it makes one cohesive whole. Use what you sketched earlier to pull your project together into your final draft.

Before you turn it in, make sure you covered everything in your project.

If you skipped something, see if you can add it in, even if it's last minute.

Module 5

Unit 9
Challenges

The Environment

Unit 10
Life Conservation

Unit 9

Challenges

Listening: Listening for specific information
Speaking: Discussing a problem
Reading: Overpopulation
Writing: A composition about solutions to the increased waste production
Vocabulary: Phrasal verbs
Grammar: Conditionals II, III
Pronunciation: Intonation
Everyday English: Talking about weather

Preview

1 Do you live in a city or a village? What characterizes it?
2 What are some differences between the two areas?
3 Name some difficulties facing people living in crowded areas.

Reading

Before you read the text, match the following words with their definitions.

1 vague	a to force somebody / something to have to deal with something unpleasant
2 impose	b not clear / not having or giving information or details
3 reinforce	c more important than anything else
4 crisis	d causing a lot of damage and destruction
5 Paramount	e to make a feeling, an idea, etc. stronger
6 devastating	f to make something continue for some time without becoming less
7 sustain	g a time of great danger, difficulty or confusion when problems must be solved

Overpopulation

The growing number of the global population is not a matter that has just appeared, but it can be traced back to prehistoric time and continues to the present. Experts predict that the future of humanity will be vague if the world follows the same behavioral pattern. The phenomenon of overpopulation has many reasons to appear, but mainly it is because of migration and urbanisation. Migration imposes severe threats to the environment. In the same regard, urbanisation destroys natural habitats and reinforces carbon dioxide emissions, which cause climate change and global warming.

Consequently, many animal species are facing extinction, and humanity is at a constant risk because of food scarcity, shortage of water as well as lack of renewable resources. While environmental activists are warning the world about the effects of this crisis, many think that they will be able to overcome it, ignoring the reality that what occurs cannot go back to how it was before. Most people tend to focus mainly on short-term goals to enrich themselves rather than give close attention to environmental protection for long-term goals. Due to such human behavior, the planet is running out of resources, and with every newly birth, the globe suffers. It is paramount for humans to realize that our planet has no help from outside to come and compensate the lack in natural resources that humans have to undergo soon. Furthermore, another result of urbanization is eutrophication, or an increase in chemical nutrients in the water resources. The process ultimately pollutes the quality of water, affects the marine life and deteriorates infrastructure. The story reaches its worst stages when knowing that the impact of human activity is devastating for the biodiversity and air quality as well. The amount of pollution released into the atmosphere from factories, households and automobiles is far greater than what the environment can sustain.

a **Read the text and answer the following questions.**

1 What will happen if the world follows the same behavioral pattern that is used nowadays?
2 Name the most important causes of overpopulation.
3 How does urbanization impact the environment?
4 Why is the phenomenon of overpopulation considered a normal crisis?
5 How does eutrophication act?

b **Correct the following sentences according to the text.**

1 The growing size of the global population is an urgent problem facing people.
2 Because of food scarcity and shortage of water, renewable resources at a constant risk.
3 Most people tend to focus mainly on short-term goals to protect the environment.
4 Eutrophication has a direct effect on the purity of the air around us.
5 The global environment has the ability to face the huge amount of pollution.

Vocabulary Phrasal Verbs

a **Use a dictionary to find out the meanings of the following phrasal verbs.**

be after	be along	be away	be down on
be down with	be fed up	be in for	(not) be in on

b **Complete the following sentences with the suitable phrasal verbs in exercise "a". More than one tense can be used in some sentences.**

1 The boss announced that the final report must .... by next Sunday.
2 Sham was the only one who .... the new project.
3 The next plane should .... in the next ten minutes or so.
4 That boy's always in trouble - the police .... him again.
5 Lily .... on business for three weeks.
6 John didn't go to work because he .... the flu.
7 He is always disturbing. I .... of his complaints.
8 After accusing her of being lazy, Mary..................... her boss.

Pronunciation

Intonation

There are four common intonation patterns for sentences in English:

1 Yes / no questions tend to have rising intonation / pitch at the end

Is it time to ↗go?

2 When and how questions tend to have falling intonation / pitch at the end

When are you ↘going?

3 Statements have falling intonation / pitch on the last syllable of the sentence

I have a ↘toothache.

4 When items are listed or said in a series, the first items have rising intonation and the last one has falling intonation

Do you want to have ↗hamburgers, ↗chicken, ↗steak or ↘pasta for dinner?

a R9.1 **Listen to the examples above and practise saying them paying attention to intonation.**

b R9.2 **Listen to the following sentences and draw an arrow according to the intonation.**

1 Do you have to meet with me?
2 Are you going to work today?
3 What is your name?
4 How are you today?
5 Please pick up some milk.
6 He will be here tomorrow

Grammar — Conditional II, III

a **Read these sentences and answer the questions below.**

1 If I had a million pounds, I would probably buy a villa.

2 If I had waited a bit before buying the car, I would have managed to save quite a bit by now.

3 If you planned things properly, you wouldn't get into a mess.

4 I would have contacted you, if I had had my mobile yesterday.

- **Which sentences talks about things that are not true in the past? Which structure is used**
- **Which sentences describe hypothetical situations in the present or future? Which structure is used?**

b **Complete the rule.**

- Second / unreal conditional is made with *if* + the ……. tense.
- In the main clause, we use the modal auxiliary verb ……. + the infinitive.

c **Rewrite the following sentences using the Second Conditional.**

1 He is not clever. He won't complete his study.

2 We did'nt buy any thing. We had no money.

3 I don't have a digital camera. You can't borrow it.

4 She did'nt go to bed early. She couldn't catch the bus.

Everyday English — Talking about Weather

Note: To have a conversation about cold weather, we use the following expressions.

"cold front" means a large mass of cold air.

"supposed to" refers to something that is intended or expected to happen.

"Yeah" an informal conversational cue used by native speakers in conversation that could be used for "yes."

"That's what I read online" a useful phrase to convey information.

" Wind chill" is the effect of the wind making the temperature feel colder on a person's skin.

"driving down" forcing to be lower.

a R9.3 **Read and listen to the following dialogue. Practise it in pairs.**

John: It's freezing outside! What happened to the weather report?
Cathy: I thought this ***cold front*** was ***supposed*** to pass.
John: ***Yeah,*** I thought so too. ***That's what I read on the Internet*** this morning.
Cathy: I guess the ***wind chill*** is really ***driving down*** the temperature.
John: ***Take my word for it.*** This is the bad effect of the climate change.
Cathy: ***There is no easy way to tell but*** the world is suffering a lot.
John: I wish I could see our planet a better place one day.
Cathy: I hope so.
John: Can we go inside? I feel like my toes are starting to go numb.

b **Have a conversation with your partner about bad weather using the expressions in the table above.**

Listening

a **As class, discuss the following questions.**

1 What is the relation between industry and pollution?
2 How do some countries work to reduce the amount of waste?
3 Do you think that the world was a better place before the industrial revolution?

b R9.4 **Listen to the following extract and choose the correct answer.**

1 Waste production has increased rapidly due to ....
  a the increase in population
  b deforestation
  c less human consumption

2 Governments have made a lot of efforts to limit ....
  a sustainable alternatives
  b traditional disposal methods
  c manufacturing

3 Only .... can lead to permanent waste reduction.
  a sustainability strategies
  b technological developments
  c population stabilization

4 Waste problems are more serious in .... areas .
   a urban
   b countryside
   c rural

5 Sewage waste causes a threat to human health by polluting ....
   a water
   b air
   c the soil

6 Eutrophication has led to the extinction of various ....
   a rare animals
   b mammals
   c marine species

c How can humanity make the planet a safe place for all creatures?

Speaking

a In pairs, discuss the following questions.

1 Why is the world facing the problem of waste disposal?
2 How can humanity limit the effects of this problem on the coming generations?
3 In your opinion, what is the relation between climate change and the extinction of some species of animals?

b Name some procedures that the governments should urgently do to save our world.

Writing

Write a composition about the possible solutions to the increased global waste production.

The following prompts will help you:

- improving waste disposal methods
- searching for more clean power alternatives
- reducing the unwarranted human consumption

Unit 10

Life Conservation

Listening: Listening for details
Speaking: Asking for specific information
Reading: Oceans
Writing: Writing a letter
Vocabulary: Word families
Grammar: Verb patterns
Pronunciation: Polite stress
Everyday English: Giving news

Preview

Before you read the text, answer these questions.

1 Have you ever been to the ocean?
2 What activities can people do in the ocean?
3 Are all the activities legal?
4 What procedures are taken against illegal activities?

Reading

OCEANS

Our oceans are vast, open environments rich in amazing variety of plants and animal species. Healthy oceans are vital to the planet's biological web. Unfortunately, the health and sustainability of ocean ecosystems are under threat like never before. From krill to great whales, creatures which live in the ocean are subject to countless threats, most of which are anthropogenic (human-generated) in origin.

Though the oceans may seem endless, they are not considerably flexible. Humans have interacted with the oceans for millennia, but the past several centuries have seen a dramatic acceleration in our influence, as we have become more industrialised. Energy exploration and development, pollution, coastal development, and ocean noise and collisions from increased ship traffic are all having dramatic impacts on marine life.

Destructive and unsustainable fishing operations and trade in marine species create a serious threat to the ocean's biodiversity. Hunting of small cetaceans (dolphins and porpoises) and live capturing of these animals for public display continue despite the ecological impacts and the negative publicity over the cruelty of these actions. Sharks, the most dangerous predators key to healthy ecosystems, have faced steep declines due to years of harsh exploitation, including the brutal practice of fishing them.

Each one of these actions singularly is harmful, but when compounded, they are devastating for the marine ecosystem and the many species, including humans, that depend on the ocean's resources for survival. Through our actions and choices, we need to ensure that life in the ocean thrives, for all our sakes.

a **Match the highlighted words in the text with their meanings below.**

1 the variety of plants and animals in a particular place.
2 to become very successful and healthy
3 a process in which something happens more and more quickly
4 very small animals with a hard outer shell that live in the sea
5 the quality of being able to continue over a period of time
6 an accident in which two or more people or vehicles hit each other.

b **Answer the following questions.**

1 Why are species in ocean under threat?
2 What makes oceans weak?
3 What destroys the marine life?
4 What does the word **them** in bold refer to?
5 In your opinion, what procedures should be taken to protect sea life?

Vocabulary Word Families

➢ **Complete these sentences with words derived from the words in brackets. You could check your answers in a dictionary.**

1 It is very difficult to .... the patient's condition when it is critical. *(stable)*
2 A lot of people living in .... countries suffer from poor public services. *(develop)*
3 This model has the best .... of any available sport car. *(accelerate)*
4 The mayor conceived great plans for .... and developing Damascus. *(beauty)*
5 Microbes .... organic waste into a mixture of methane and carbon dioxide. *(decomposition)*
6 Recycling is an important part of the .... of resources. *(conserve)*
7 In order to turn deserts into .... and productive land, engineers built a very long canal. *(fertilise)*

Pronunciation Polite Stress

Intonation patterns provide extra information to the listener. Without this extra information, a listener will find it very hard to understand what you really mean. The words you use tell you what you are saying, but intonation shows how you feel about saying it. It is emotional pronunciation.

e.g. R10.1 **Listen to the examples above and practise saying them paying attention to intonation.**

1 How are you?
Fine. (But I'm also really annoyed with you.)

2 How are you?
Fine. (I'm in a great mood!)

3 How are you?
Fine. (I'm not really fine at all – I'm actually feeling very sad.)

R10.2 **Listen to these short conversations and do the required between brackets.**

1 **Tamer:** Would you mind helping me with the washing up?
Ahmad: Yes, okay. (I'd be happy to help.)

a Yes, okay. (I'd be happy to help.)
b Yes, okay. (I'd really rather not, it's boring but I suppose I should.)
c Yes, okay. (Anything to stop your stop your customer nagging.)

2 **Imad:** Are you sure you locked the door?
Wasel: Yes. (Why do you keep asking? For the hundredth time, yes I locked the door.)

a Yes (absolutely, definitely.)
b Yes. (I think I did, but now you ask. I'm not sure.)
c Yes. (Why do you keep asking? For the hundredth time, yes I locked the door.)

Grammar Verb Patterns

> ➢ **Some verbs are followed by the gerund.**
>
> **e.g.** I enjoy playing tennis.

a **Complete the sentences with the correct gerund of the verbs in the box.**

spend	*swim*	*help*	*prepare*	*buy*	*nag*

1 Zuhair enjoys .... people who are in need.
2 People should avoid .... a lot of money on junk food.
3 I don't mind .... in winter in cold water because it is healthy.
4 Nada always keeps …….. which makes me nervous.
5 I finished .... the dinner.
6 I advise .... Al-Sham car.

> ➢ **Some verbs are followed by the infinitive.**
>
> **e.g.** I expect to pass the exam.

b **Complete the sentences with the correct infinitive of the verbs in the box.**

be	*study*	*speak*	*deliver*	*stay up*	*buy*

1 The teacher asked the students ……… slowly and clearly.
2 The manager always expects the staff ……… on time.
3 My father encourages me ……… hard before the exam.
4 My friend needs some more money ……… a new car.
5 Her parents ordered her not ……… late.
6 I have promised ……… the books on Thursday.

Everyday English — Giving News

a R10.3 **Read and listen to the following dialogue.**

A: Hello. You came in for a job interview last week.
B: Yes, that's right.
A: Firstly, I'd like to say that we were very impressed with your interview.
B: Oh, thank you.
A: However, I'm sorry to have to tell you, but we've offered the job to someone else.
B: What? That's a shame. Tank you anyway.
A: I'm afraid the other candidates had more experience.
B: I understand.
A: But, we'd like to keep your details, in case another job comes up in the future.
B: Ok.

➢ **We usually use these expressions when we give good or bad news.**

Good news	Responding to good news
• I've got some good news for you. • I'm really pleased to tell you … • You'll never guess what…	• Wow! That's fantastic/ great news • Congratulations • You're joking! • You lucky thing! • Have you? Did you
bad news	**Responding to bad news**
• Bad news, I'm afraid … • I'm sorry to have to tell you, but • I'm afraid/ Unfortunately, … • I'm afraid I've got some bad news … • There's something I've got to tell you.	• That's a shame. • That's terrible/ awful. • That's really annoying. • I'm really sorry to hear that.

b Work in pairs and role-play the situation. Student A: you have just won some money in a lottery. Student B: Listen and respond to Student A's news.

Student A
Tell *Student B* you have some goo news.

→

Student B
Ask *Student A* what the news is.

→

Student A
Tell *Student B* that you won some money in the lottery.

↓

Student B
Respond to the news and ask *Student A* how much they won.

→

Student A
Tell *Student B* How much money you won.

→

Student B
Tell *Student A* how lucky you think they are. Ask Student A what they plan to do with the money.

↓

Student A
Tell *Student B* you are going to use the money to help send your brother on holiday as he had a difficult year.

→

Student B
Respond to the news.

c Think of three pieces of good/ bad news to tell your partner. Then take turns to give and respond to each other's news using the appropriate expressions.

Listening

a You are going to listen to a biologist talking about a new kind of pollution. Before listening, check the meaning of these words.

1 efficient	a an animal's baby or babies
2 aquatic	b an activity that you do for pleasure or amusement
3 navigation	c working well and not wasting time or energy
4 recreational	d the act of finding the right direction to travel by using maps
5 offspring	e living or growing in water

b R10.4 **Listen and choose the correct answer.**

1 Animals, under the surface of water, use .... to do different activities, such as communication underwater.

a senses b sound c waves

2 Human activities in the sea have .... the noise level.

a decreased b increased c doubled.

3 Loud noise can have .... effects on the entire ecosystem.

a harmful b useful c great

3 Because of increasing noise, many species in the ocean may die due to their .... to hear well.

a ability b inability c vision

c **What kind of pollution does the biologist discuss?**

Speaking

In groups, discuss these questions.

1 What experience have you had in your life with seas or oceans?
2 How important are the oceans to human life?
3 What are the most beautiful creatures living in the oceans?
4 What other reasons endanger marine life?
5 How can we protect oceans?

Writing

You are going to write a letter to an organisation that you think could help reduce pollution in oceans.

Paragraph 1 Say why you are writing.

Paragraph 2 Describe the problem in more details.

Paragraph 3 Say why you are worried.

Paragraph 4 Make a suggestion to the organisation you are writing to.

Module 6

Unit 11
Painting

Arts

Unit 12
Photography

Unit 11

Painting

Listening: Listening for gist
Speaking: Asking for and giving information
Reading: Painting
Writing: A composition about a visit to an art museum
Vocabulary: Painting idioms
Grammar: Modals
Pronunciation: Stress of surprise and disbelief
Everyday English: Making polite requests

Preview

1 Do you like painting?
2 What type of paintings do you do?
3 Which colours do you prefer to use? Why?
4 If you had the talent of painting, what would you paint?

Reading

Painting

Drawing and painting are visual art forms, almost as old as mankind. The oldest paintings are approximately 40,000 years old, found in both the Franco-Cantabrian region in western Europe, and in the caves in the district of Maros (Sulawesi, Indonesia). Whereas, the nine red lines on a stone flake found in a South African cave may be the earliest known drawing made by Homo sapiens, they date back to 73,000 years old.

Drawing refers to a picture, an object, a figure, or a sketch by means of lines using a pencil, a pen, or a crayon rather than paint. However, painting is the practice of applying colour to a solid surface such as a paper or canvas, using a particular medium, such as watercolour, acrylic, oil, fresco, and tempera. It is one of the oldest known human forms of art, with cave paintings dating back to 32,000 B.C.E. Through the use of fingers, brushes, palette knives, and other tools, people have applied paints to surfaces, to decorate and memorialise, to instruct or entertain. Painting is the expression of ideas and emotions, with the creation of certain aesthetic qualities, in a two-dimensional visual language. The elements of this language - its shapes, lines, colours, tones, and textures - are used in different ways to produce sensations of an expressive pattern on a flat surface.

The way that artists represent scenes in art has developed over time. Over the years, two dominant styles have come to the forefront – the Western and the Eastern style of art. Eastern and Western painting have obvious differences in the style of writing, techniques, artistic language and painting materials.

The Western style of painting is seen more nowadays. Abstract painting, modernism, impressionism and some lesser known forms of art such as surrealism and photorealism form a part of the vast Western form of art.

Next up is the Eastern style of form of art. The Eastern style of art has been influenced by many cultures all over the world, some of which have emerged significantly and **it** contains Chinese style, Japanese style, the Indian style and others.

Finally, we can say that the way artists represent the visual world in their paintings influences the way that viewers perceive their paintings. The cultural difference in aesthetic preference is correlated with cultural and social practices in everyday life and our aesthetic sense is to some extent modulated by the cultural environment in which we grow up.

a **Read the text and answer the following questions.**

1 Where are the oldest known arts found?
2 What are the differences between drawing and painting?
3 How are the two styles of painting different?
4 What does the word **(it)** in bold refer to?
5 Which style of painting do you prefer? Why?
6 What is the positive role of art in society?

b **Match these definitions to the highlighted words in the text.**

1 20th century art in which the artist connects unrelated images and objects in a strange way
2 to compare things and bring them into a relation having corresponding characteristics
3 the type of human being that exists now
4 a type of paint in which the colour is mixed with a thick liquid

c **Choose the correct definition (a or b).**

1 'sketch' in the text means…
   a a simple, quickly-made drawing that does not show much details
   b a short written or spoken description

2 'dominant' in the text means…
   a more powerful, important, or noticeable than other people or things
   b controlling or trying to control other people or things

3 'abstract' in the text means …
   a consisting of shapes and patterns that do not look like real people or things
   b based on general ideas or principles rather than specific examples or real events

4 'modulate' in the text means…
   a to change the sound of your voice
   b to adjust or adapt

Vocabulary Painting Idioms

1 *Art is long, life is short*
Meaning: this idiom means that a work of art outlasts the artist

2 *Put me in the picture*
Meaning: to ask someone to explain what's going on

3 *Paint with a broad brush*
Meaning: to describe or explain something without adding much detail

4 *Picture in / inside*
Meaning: to imagine something vividly

5 *Pretty as a picture*
Meaning: something that's very attractive

Fill in the correct form of one of the idioms from the box.

pretty as a picture	*picture in*	*paint with a broad brush*
put me in the picture	*art is long, life is short*	

1 No country wants to be .... or put down by outside observers.
2 They will finish and it will be ....
3 I always feel a sense of awe when I look at the Babylonian statues in the art museum. They were made thousands of years ago ....
4 Before I start work, ...about the way the office is run.
5 Can you .... yourself living .... the stone age?

Pronunciation

Stress of Surprise and Disbelief

In response to incredible things, these expressions can be used with strong feelings to express surprise.

Brian's Incredible Life

a R11.1 **Here's a conversation between Brian and his friend Ken. Most of the things Brian says are surprising. Listen and pay attention to the way Ken responds; he's expressing surprise.**

Example:

1 **Brian:** I was waiting for the bus to college - same as every morning – but when I got on and went to show the driver my bus pass, I noticed that it was Justin Bieber driving the bus.

Ken: *No way!*

2 **Brian:** I didn't have enough money for a ticket for the *Eiffel Tower* so I just climbed up instead – right to the top!

Ken: *Get out of here!*

b **Read the rest of the conversation and respond by using the words or expressions in brackets to complete it.**

1 **Brian:** Did you know I once swam across the Atlantic Ocean?

Ken: *(You're kidding!)*

2 **Brian:** I had a pizza for lunch.

Ken: *(Really?)*

3 **Brian:** I won the lottery and I am going to buy an island in the Caribbean.

Ken: *(Are you for real?)*

4 **Brian:** It's my sister's birthday tomorrow.

Ken: *(Oh yeah?)*

5 **Brian:** I just ate a kilo of raw chili peppers.

Ken: *(You're not serious.)*

c R11.2 **Read the rest of the conversation and respond by using the words or expressions in brackets to complete it.**

Grammar Modals

Modal auxiliary verbs are used to talk about *ability, advice, permission, obligation, requests, offers, suggestions* and more.

a **Match the modal auxiliary verb in each sentence below with its expression from the box.**

1 My sister can speak three languages fluently. ....
2 The sun is shining bright, so you should wear a cap. ....
3 We have to come to school on time. ....
4 Could I use your computer, please? ....
5 You ought to wear a scarf. It's very cold outside. ....
6 Can I help you? ....
7 Would you mind opening the window, please? ....
8 You had better leave for work. It's 8 o'clock already. ....
9 Shall we have a break?! I feel a bit tired. ....

b **Choose the suitable auxiliary verb between brackets.**

1 You look pale. You *(couldn't, shouldn't)* go to school today.
2 Jack is moving to Canada next month. He *(can, has to)* learn to play hockey there.
3 We *(had better, should)* go that way. We'll save about 10 minutes.
4 I *(must, might)* leave now. My father is waiting for me! It's urgent!
5 She was upset. I *(shouldn't, couldn't)* have shouted at her.
6 You *(don't have to, mustn't)* swim here. The water is polluted.
7 We *(don't have to, mustn't)* take an umbrella. It's not going to rain.

Everyday English — Making Polite Requests

a R11.3 **Read and listen to the following dialogue.**

A: Oh, I don't believe it! Excuse me, this machine isn't working. It's just taken my money. **Could you** give me a refund?
B: **I'm afraid**, I can't do that.
A: Why not?
B: Well, I'm not allowed to give refunds.
A: But I've just lost my money. And I still need a ticket.
B: I can sell you a ticket, but I can't give you a refund.
A: Well, **could you** tell me who I should speak to?
B: Yes, **of course**. You need to speak to the manager.
A: OK. **Would you mind** calling him for me?
B: **Of course not**. I'll just call him.

b **Work in pairs. Read your role and think about the phrases you are going to use. Then role-play the situation below.**

Student A
You can't get the printer to work. Ask *Student B* if he/ she can help you.

Student B
Suggest *Student A* tries turning it off and then on again. Ask if that has worked.

Student A
It still doesn't work. Ask *Student B* if he/she knows of other printers in the building.

Student B
Tell *Student A he*/ she can use your printer.

Student A
Thank *Student B* for his/ her help.

Listening

a **R11.4** **Listen to the extracts, choose the correct answer a, b, or c.**

1 Portraiture is ....
   a a modern art   b an old art   c a renaissance art

2 Portraiture flourished from about ....
   a 50,000 years ago   b 15,000 years ago   c 5,000 years ago

3 The only way to record the appearance of someone was ..... .
   a a painted portrait   b a sculpted portrait   c both a and b

4 Portraits show the power of the ....
   a sitter   b owner   c painter

b **R11.4** **Listen again and answer the following questions.**

1 Who rejected to flatter?
2 Why did artists paint their friends and lovers?
3 What became the most important medium of traditional portraiture?
4 What have artists used to create living portraits?

Speaking

1 What was your first reaction to this artwork?
2 Which area of the artwork is emphasised by the artist?
3 Describe the colours and lines in this artwork. How do they make you feel?
4 How would you describe this artwork to someone who has never seen it?

Writing

a **Write a paragraph about a visit to an art museum.**

b **Answer these questions to help you.**

1 Why do we need art in our lives?
2 Where / When did you visit the art museum?
3 Did you enjoy the experience?
4 What kinds of art did you most enjoy looking at?
5 Do you feel that art has changed you in any way? Explain.
6 Should art be a part of child's education? Why?

c **Check your paragraph for punctuation, spelling, and grammar mistakes.**

Unit 12

Photography

Listening: Listening for gist
Speaking: Asking for and giving information
Reading: Photography Development
Writing: A composition about photography as a career
Vocabulary: Gradable and non-gradable adjectives
Grammar: Subject-verb agreement
Pronunciation: Tongue twisters
Everyday English: Dealing with unexpected problems

Preview

1 Do you like taking photos?
2 What do you prefer to use when taking photos, a camera or a phone?
3 What motivates you to take photos?
4 Where do you keep the photos you take?

Reading

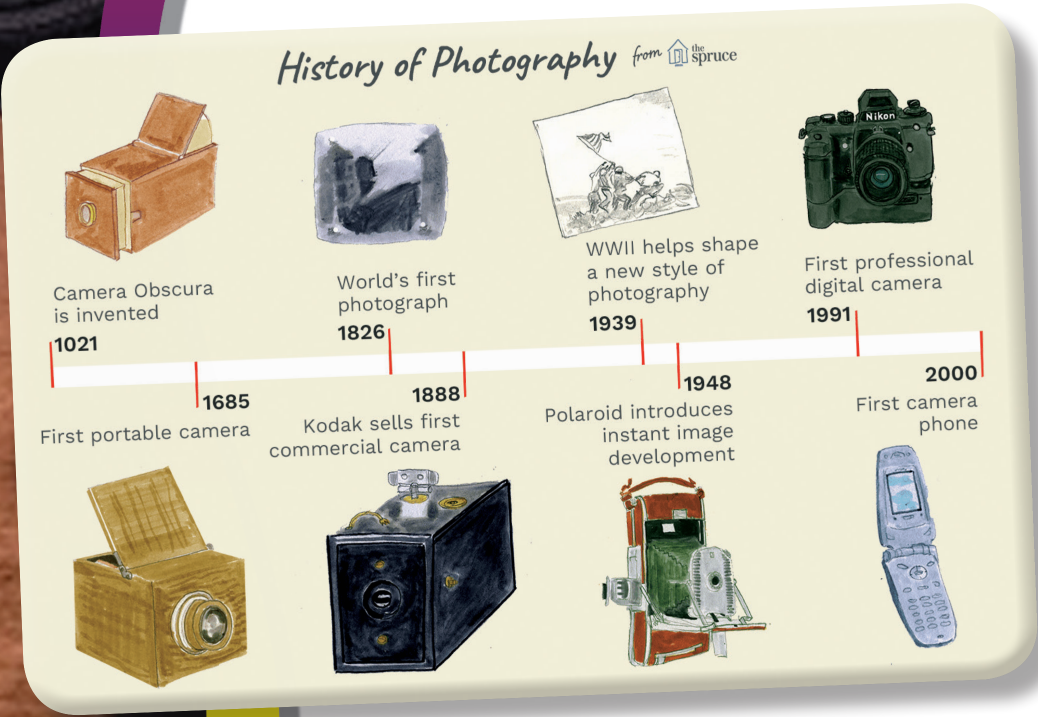
Photography Development

Photography is the art of capturing and manipulating images. Photographers can use films and digital cameras as well as cameraless photography to create images. The photographic process allows an image to be reproduced using light. This process has developed over many years to enable mass production and sharing of images through magazines, posters, fine art pictures, advertising etc.

Photographic techniques include traditional (analogue) photography, digital photography and cameraless photography.

- **Traditional photography** uses light-sensitive film negatives and light-sensitive paper to create an image.
- **Digital photography** saves images as files that can be manipulated on a computer.
- **Cameraless photography** is the distillation of the essence of the photographic process.

Thus, whatever the camera you use, it is useful to put on its manual setting rather than using it in automatic mode. This puts you in control of the aperture, focus and shutter speed which gives you more control over the final photograph.



Photography Genres

There are many different genres of photography, including *studio, portrait, fashion, landscape, street photography, documentary, wildlife* and *macro* (close up) photography. There are specific skills and considerations you need to think about to take successful photos in each genre.

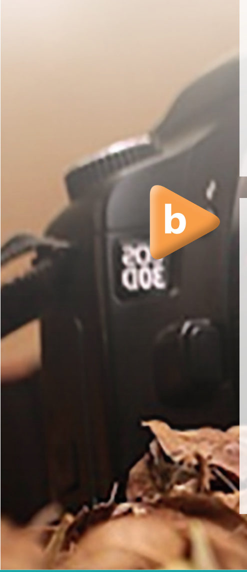
Working in a studio gives you most control over lighting and arrangement. You can plan everything in advance. It is still important to experiment with different viewpoints, angles and moods. Using a tripod will help prevent blurry wildlife images of moving or distant animals. Even though you might not be able to get close to your subject. You can still experiment with different depth of field and lighting effects when using a long lens.

Choosing the right lens and distance from your subject is key for macro images. Experimenting with depth of field can help show the whole subject in great detail or highlight a key area against softened surroundings.

With landscape photographs, it is important to think carefully about your viewpoint and how wide arrangements you want. Move around to change the relationship between elements in the frame and experiment with different arrangements among foreground, mid-ground and background. Try working at different times of day and in different lighting conditions. Including a focal point will help make sure your photos have interest and impact.

a **Match the *highlighted* words with their meanings.**

1 a three-legged stand used for support
2 the space between two lines or planes that cross
3 a small narrow opening that allows light into a camera
4 processing
5 difficult to see clearly
6 localised centrally
7 a part of a camera that opens for a short time to let the light fall onto the film



b **Answer the following questions about the text above.**

1 What does a photo need to be taken?
2 Mention the kinds of photography mentioned in the text.
3 Why is it better to take photos in a studio?
4 What is needed to show the details of the pictures?
5 If you were a professional photographer, what equipment would you need?

Vocabulary — Gradable and Non-gradable Adjectives

- **Gradable adjectives** are adjectives which don't have the idea of '*very*'.
- **Non-gradable adjectives** are adjectives which have the idea of '*very*' and are *extreme*.

Example:

filthy= very dirty *thrilled = very happy*

- The words *very, really* and *absolutely* are used according to the adjective whether it is a gradable or a non-gradable one.

	very	really	absolutely
Gradable adjectives	✓	✓	×
Non-gradable adjectives	×	✓	✓

Example:

It is very cold outside … It is absolutely freezing … It is really freezing

a **Choose the suitable word.**

1 She has a face that looks attractive in photographs because she is *(photography / photogenic)*.

2 He began his work as an amateur *(photographer / photographic)* in 1989.

3 She's taking an evening class in *(photography / photograph)*.

4 If you have a *(photogenic / photographic)* memory, you can remember things in exact detail.

5 I keep my *(photograph / photographic)* s in my album.

b **Match the adjectives in 'A' to the adjectives in 'B'.**

A	good, tasty, small, scared, big, hungry, difficult, angry, tired
B	huge/enormous, impossible, starving, fantastic/great, delicious, exhausted, furious, terrified, tiny

c **Complete the responses with a strong adjective as in the example.**

e.g. Are you hungry?	Yes, I'm starving.
1 Was your mother angry?	Yes, she was……..……… .
2 Is her flat small?	Yes, it's ……….……….. .
3 Are you tired?	Yes, I'm ………….……… .
4 Is the floor dirty?	Yes, it's ……….……….. .
5 Are you afraid of spiders?	Yes, I'm ………….…... of them.

Pronunciation

Tongue Twisters

Tongue Twisters are very important to practise in order to improve pronunciation and fluency. Alliteration, which is the repetition of one sound, is used to improve accent.

R12.1 **Read and listen to the following. Practise them with your partner.**

1 Thin sticks, thick bricks. (x3)
2 I saw a kitten eating chicken in the kitchen.
3 I wish to wash my Irish Wrist watch.
4 Nine nice night nurses nursing nicely.
5 I've got a date at quarter to eight, I'll see you at the gate, so don't be late.
6 If a dog chews shoes, whose shoes does he choose?

Grammar   Subject-Verb Agreement

The window is stuck. (singular subject, singular verb)

If the *subject* of a sentence is *singular*, then the *verb* of the sentence must also be *singular*. If the *subject* is *plural*, then the *verb* must also be *plural*. When the subject and the verb are both singular or both plural, they are said to agree in number.

I walk to the store. (singular subject, singular verb)

She walks to the store. (singular subject, singular verb)

They walk to the store. (plural subject, plural verb)

Whether the irregular verbs be, do, and have are used as main verbs or helping verbs, they must agree with the subject.

These windows do stick in humid weather. (plural subject, plural helping verb)

He has saved money. (singular subject, singular helping verb)

Underline the correct form of the verb in parentheses.

e.g. Carla *(bake, bakes)* brownies once a week.

1 Cows *(produce, produces)* milk at the dairy farm.

2 This airplane *(fly, flies)* to London.

3 A wave *(crashes, crash)* against the breakwater.

4 These mountains *(appear, appears)* taller than the clouds.

5 These lights *(do, does)* not work.

6 The rodeo *(start, starts)* next week.

7 Fred and Smith *(dance, dances)* very well together.

8 These books *(seems, seem)* heavy.

9 She *(sings, sing)* in the orchestra.

10 He *(was, were)* not home when Coach Hanna called.

11 Tony *(do, does)* not go to the cinema very often.

Everyday English   Dealing with Unexpected Problems

a R12.2 **Read and listen to the following dialogue.**

A: Hello sir. We booked a table for two. The name's Ralf.

B: Right. That was for nine o'clock, wasn't it, sir?

A: Yes, it was nine, that's it.

B: I'm afraid there is a small problem, sir, as you see we are very busy, and we have actually had to give your table to someone else.

A: What? **I don't believe it!** But we booked it ages ago.

B: Well, sir, I think what's happened is … um … it is nearly 9.15 and we thought you probably weren't coming so ….

A: **Oh, for goodness's sake. This is ridiculous!** Surely there must be another table you can give us.

B: If you give me a moment, sir, I'll see what we can do. Um, let me see. If you'd just like to take a seat at the café' door.

b **What unexpected problems might occur in these situations?**

1 You phone a computer repair company to get your computer fixed.
2 You arrive at a hotel where you have made a reservation for a week.
3 You want to park your car in a public car park.
4 You want to pay your restaurant bill by credit card.

c **With a partner, prepare short conversations about one of these problems. Act out the conversation to the class.**

Listening

a R12.3 **You will hear a professional photographer called Karen giving a talk at a school. For each question, choose the correct answer A, B or C.**

1 Why did Karen become interested in photography?
   a She thought she could earn money from it.
   b Her father encouraged her to do it.
   c She was keen on all forms of art.

2 What kind of professional photography does Karen find the most difficult?
   a weddings
   b advertising
   c sports

3 What does Karen spend most time doing?
   a taking pictures
   b using her computer
   c organising the business

4 What does Karen enjoy most?
   a seeing the smile on her customers' faces
   b travelling to new places
   c getting her photos into top magazines

5 What advice does Karen give to young photographers?
   a join a photography club
   b take photos as often as you can.
   c read the comments from others to achieve the right results

b R12.3 **Listen again and check your answers.**

Speaking

In pairs, discuss these questions about the art of photography.

1 What situations attract you to take photos?
2 Do you prefer to take pictures of people, or of scenery?
3 Do you frame (or have you framed) any of your photos? Where do you put them?
4 Do you prefer to send postcards to people or to send photos that you took yourself? Why (not)?

Writing

a **Read this extract about photography:** ***"With the advancement in mobile technology, almost everyone in the millennial has become a photographer. In recent times, an increase has been seen among people in taking photography as a career."***

b **Write a composition about this idea *"Taking photography as a career"*. These questions are helpful:**

- Are you into taking photographs?
- What scenes would you like to capture?
- Do you take photographs of yourself and the family?
- Would you like to study photography?
- Give reasons to be a successful photographer.

Make sure you use addition linking words in your article such as:

and too as well as well as in addition also
not only.... but also .... besides moreover

c **With a partner, check your composition for spelling and grammatical mistakes.**

Review 3

1 **Comment on these situations. Use a second conditional with would or could.**

1 You can't look the word up because you haven't got a dictionary.
I'm sorry. ……………………………………………………………..
2 You don't write your friends because you are so busy.
I've got so much to do. ……………………………………………...
3 You can't play tennis because your back is aching.
It's annoying. ………………………………………………………...
4 Sofia won't marry Henry because she doesn’t love him.
Of course. ……………………………………………………………
5 Mr. Kasem can't find the way because he hasn't got a map.
Mr. Kasem's lost. ……………………………………………………
6 Suzi has so many accidents because she is too careless.
You know, ……………………………………………………………

2 **Complete these sentences about yourself. Use a verb ending in ing or a verb with to +infinitive from the box.**

buy a computer game	*visit*	*warn me*	*help*	*learn French*
buy a new smart phone	*sleep late*	*converse*	*spend time*	*stay*

1 I have decided ……………………… as soon as I can.
2 I always try ………………………… other people.
3 I often practice ………………………… in my English class.
4 My parents keep ………………………………………… .
5 My best fiend wants ……………………………….. .
6 I can afford …………………………….. but I can't afford …………………… .
7 I hate …………………………… at the week end.
8 I love …………………………… with my friends.
9 I enjoy ………………………….. at home.

3 **Choose the correct verb between brackets.**

1 The United Arab Emirates *(has, have)* a population of around 10 million.
2 The news about Mr. Shadoud *(is, are)* surprising.
3 The Times *(is, are)* a well-known newspaper all over the world.
4 The statistics in that report on oil production *(is, are)* incorrect.
5 Statistics *(is, are)* a branch of mathematics.
6 Physics *(seek, seeks)* to understand the mysteries of the physical world.
7 Many Japanese *(commutes, commute)* to their places of work.
8 Portuguese *(is, are)* somewhat similar to Spanish.
9 Five thousand Syrian pounds *(is, are)* a reasonable price for nice necklace.
10 How many wars do you suppose there *(has, have)* been in the history of the world?

4 Choose the correct answer a, b or c.

1 You have some time to make up your mind about taking the job. You ……………….……………….. until Friday.
  - a must tell me your decision
  - b didn't have to tell me your decision
  - c don't have to tell me your decision

2 If you take the apartment, you ……………….……………….. the rent at the start of each month.
  - c will be responsible for paying
  - d will probably be responsible for paying
  - e may have responsibility for paying

3 Wendy has a job interview tomorrow afternoon. I told her she ……………….………………..
  - d will probably have to dress conservatively and be on time.
  - e may have to dress conservatively and be on time.
  - f will have to dress conservatively and be on time.

4 I've gained so much weight lately, my suit ……………….………………..
  - e will probably not fit.
  - f will have to fit.
  - g couldn't fit.

5 You ……………….……………. yourself when you attend the conference in Paris next week, so you should learn how to do so in French before going.
  - f could probably have to introduce
  - g must probably introduce
  - h will probably have to introduce

6 PERSON A: Are you going to travel anywhere on your vacation?
PERSON B: It all depends on airline prices. I ……………….………………..
  - a maybe.
  - b could have.
  - c might.

7 Jill hasn't been feeling too well lately. She ……………….……………….. the party on Friday night.
  - h must not be able to attend
  - i may not be able to attend
  - j maybe not able to attend

8 It's fortunate that you are here to give me a hand. Without your help, I ……………….………………..
  - i have to finish on time.
  - j couldn't have finished on time.
  - k probably won't finish on time.

Project 3

Making a Film

- **In groups, make your own video in which you want to convey a message to people of your own age.**
- **These steps will help you:**

1 Create a personal narrative

Everyone has a story, and when we share our own experiences, they can be a motivating factor for others and help us reflect on our lives and choices. Narratives can be about students themselves, a fictional character or historical person. A few easy ways to record these include:

- a simple smartphone recording uploaded to the Google Drive mobile app
- add a video to a slide in a shared Google Slides presentation using the Alice Keeler Webcam Record extension for Google Chrome
- use the webcam option in the Screencastify Chrome extension
- record a video using the ClipChamp webcam utility (and upload to Drive, YouTube or others)

2 Record interviews (in person or virtually)

The people around us and around the world are living history. Their experiences, information, and advice is a treasure trove waiting to be mined. Use a video response tool like Flipgrid to record interviews. They could be in-person interviews where both parties sit next to each other in the camera's frame. Or, they could be virtual interviews, where someone far away records responses to questions in a Flipgrid.

3 Create a whiteboard animation

Set up something with a camera so it won't move (on a tripod or otherwise). Aim it at a whiteboard or chalkboard. Record and start drawing. Use video editing tools to speed it up to four times its normal speed and add a voiceover (and music?).

4 Present slides with a screencast recording

People communicate big, important ideas like this all the time using webinars. The slides let you present an idea step by step using uncluttered slides with a simple sentence (or single word!) or an image. Instead of presenting multiple bullet points on a single slide, break each point out into its own slide. Screencast recording tools like Screencastify, Screencast-o-Matic and others can handle these videos easily!

5 Record a stop-motion animation in Google Slides

If you're recording your screen, the first thing that comes to mind for many people is to record presentation slides. Let's go beyond that and think of other useful websites and apps that you could record instead. For instance, create a stop-motion animation using Google Slides (click here for a step-by-step tutorial). It's easy: create a slide, duplicate it, move something, duplicate the new slide, move something, etc. Repeat over and over. When you're done, record it using a tool like like Screencastify or Screencast-o-Matic. Record your voice with a microphone so you can narrate what's happening!

6 Make a video tour of a significant location

If students visit a place -- on a field trip, on vacation or any time -- they can share their learning experience with others by recording video of it and narrating as they go. (If they're at a museum or other such place, asking permission first is probably a good idea!) If they can't visit it, creating a video slideshow with Animoto or in a screencast would work, too.

A virtual walking tour is an option, too. Use Google Maps Street View to view one of these fantastic locations virtually (or anywhere else). Record it (including the microphone for your voice) while you play tour guide and read some facts about the location from a script or extemporaneously!

7 Take your video projects anywhere with green screen

Green screen apps let students superimpose themselves over an image or video background. This makes it look like they're almost anywhere in the world (or beyond!) in these videos. Inexpensive apps like Green Screen by Do Ink can make it happen. You don't need a fancy green screen to stand in front of, either. A green painted wall, a green fabric background or even a green disposable tablecloth can work!

8 Create GIF examples of classroom content

GIFs are the moving image files. They're kind of like silent video that's treated like a picture file. By using a free GIF maker, students can create videos of anything class related and place it on a class website or share simply. Teachers can also make short ations to use for demonstrations.

9 Record video self-assessment

Students don't have to get all their assessment and feedback from the teacher. When they do it themselves, it empowers them to be lifelong learners. Recording a video and posting it to your friends and classmates gives students a place for that self-assessment.

10 Make video with an app

Lots of apps (on the web or for mobile devices) are built to create fun videos that can demonstrate learning! Here are some examples:

- Create book reports, step-by-step videos and more using Adobe Spark Video.
- Telestory is a mobile app that helps you create flashy videos with fun overlays. Create and record a TV show, make music videos, use night vision effects and more in your videos. Then save the video to your camera roll.
- Chatterpix is a mobile app that brings an inanimate object or photo to life! Show the app where the mouth is in the photo and record some audio. It'll make the mouth move along with your voice!
- Triller is a mobile app that lets you record fun music videos. Find a song that fits with what you're learning and record several video takes that show what you've learned. Triller splices a music video together that looks pretty slick! (Note: There's no language filter for songs, so you might want to make these videos with students instead of turning them loose on the app.)

Phonetic Symbols

iː see	ɪ his	ʊ put	uː too
e ten	ə ago	ɜː her	ɔː saw
æ hat	ʌ but	ɑː car	ɒ hot

ɪə ear	eɪ say	
ʊə pure	ɔɪ boy	əʊ so
eə air	aɪ buy	aʊ now

p pen	b book	t tea	d day	tʃ chair	dʒ jam	k key	g go
f four	v very	θ thin	ð that	s sun	z zoo	ʃ she	ʒ vision
m man	n no	ŋ sing	h hat	l look	r red	w want	j yes

VOWELS | long sounds | short sounds | DIPTHONGS

CONSONANTS | voiced consonants | unvoiced consonants